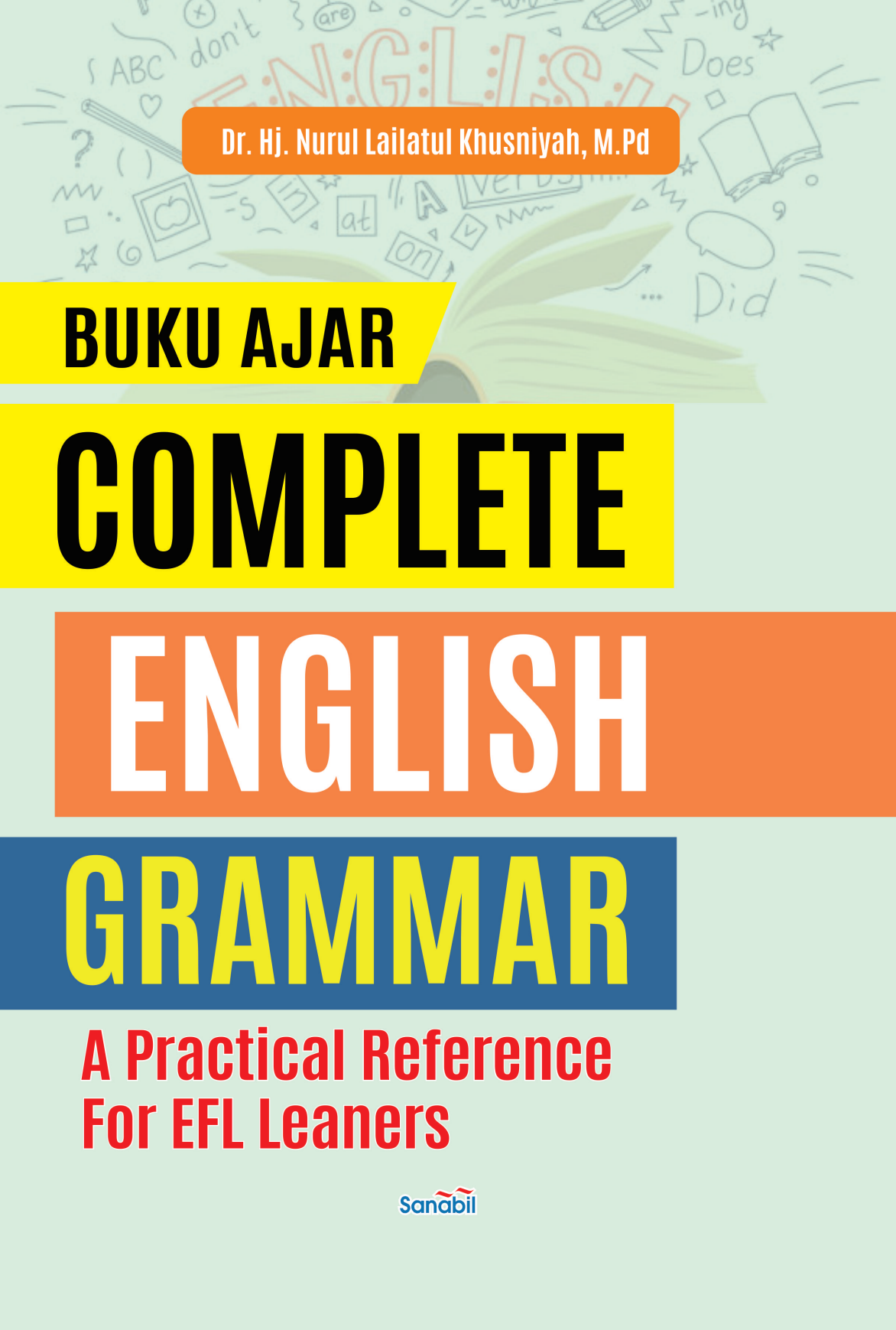




Dr. Hj. Nurul Lailatul Khusniyah, M.Pd

BUKU AJAR

COMPLETE

ENGLISH

GRAMMAR

**A Practical Reference
For EFL Learners**

Sanabil



UNIVERSITAS ISLAM NEGERI
M A T A R A M

COMPLETE ENGLISH GRAMMAR

A PRACTICAL REFERENCE FOR EFL LEARNERS

Dr. Hj. Nurul Lailatul Khusniyah, M.Pd

**COMPLETE
ENGLISH GRAMMAR;
A PRACTICAL REFERENCE FOR EFL LEANERS**


Sanabil

Complete English Grammar; A Practical Reference For Efl Learners
© Sanabil 2020

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FOREWORD

Alhamdulillah, all praises belong only to Allah SWT. Hopefully salawat and salam will always be delivered to the great Prophet Muhammad SAW, along with His family, friends and followers until the day of the resurrection. Thanks to the grace and guidance of Allah SWT, the textbook and reference writing program has been completed.

The obligation of lecturers to write and produce books, both textbooks and reference books, has actually been regulated in Law Number 12 of 2012 concerning tertiary institutions and Law Number 14 of 2005 concerning Teachers and Lecturers and some other regulations. Article 12 of Law No.12 of 2012 clearly states that lecturers individually or in groups are required to write textbooks or textbooks published by tertiary institutions as a learning resource.

The textbook and reference book writing competition (KOBAR) 2020 held by Faculty of Tarbiyah and Teacher Training (FTK) is an effort to contribute to the implementation of the law above, which quantitatively, the research charts and publications of PTKI lecturers still have to be improved. Another goal is to improve the quality of learning by creating a conducive academic atmosphere and an effective, efficient learning process with easy access to learning resources for lecturers and students. This publication is also expected to support the advancement of lecturers' careers in the context of advancement of lecturer functional positions, which in turn will have an impact on the increasing of the university and study program accreditation status.

Gradually, the Faculty continues to strive to increase the quantity and quality of the published book. There were 10 books in 2019 and increased quite significantly in 2020 into 100 that consisted of 50 textbooks and 50 reference books. The efforts of the faculty do not stop at the publication level, but continue with the registration of Intellectual Property Rights (HKI) of the books at the Directorate General of Intellectual Property (DJKI) of the Ministry of Law and Human Rights of the Republic of Indonesia, would result 100 HKI for lecturers in 2020.

The 2020 textbook and reference competition is oriented towards the interconnection-integration between religion and science, with the spirit of UIN Mataram Horizon Ilmu with inter-multi-transdisciplinary science that discusses methods in conventional Islamic studies with deductive-normative-theological characteristics with contemporary humanities studies methods such as sociology, anthropology , psychology, economics, hermeneutics, phenomenology and also the natural sciences which have an inductive-rational character. Among the 100 books, there were 10 thematic titles that answer the epistemological problems of Islamic education, especially those related to the mission of the Indonesian Ministry of Religion such as Islamic moderation (Islam wasathiyah), inclusive education, anti-corruption education, character education, multicultural education, ethno-pedagogic, and online learning, education & gender issues, various Islamic boarding schools (coastal, entrepreneurial), and the most current themes, namely independent learning and independent campuses (Kampus Merdeka).

Representing the Faculty, I am grateful for the policies and support of the Rector of UIN Mataram Prof. Dr. H Mutawali, M.Ag and his staff, to 100 writers who contributed in the 2020 book competition, and the unforgettable editors from lecturers in the same field as well as publishers without a touch of *zauq*, the books will not be as attractive as these. There is no ivory that is not cracked; indeed there is still a shortage, both in substance and in technical writing. Through this «space», we expect critical suggestions from the readers. Hopefully this agenda will become an *amal Jariyah* and bring blessings to the academic community of UIN Mataram and the ummah in general.

Mataram, 29 Oktober 2020 M
12 Rabi'ul Awal 1442 H

Dekan



Dr. Hj. Lubna, M.Pd.

NIP. 196812311993032008

ACKNOWLEDGMENT

Grammar has essential role in understanding English subject for students. The basic can use to comprehend meaning in sentence. Besides, it supported to create a good writing. Therefore, every student must master basic grammar knowledge that is useful in writing or speaking. This book provides a basic knowledge information for grammar learning.

The first understanding of part of speech is discussed into several chapters consisting of chapter 1 on nouns, chapter 2 on pronouns, chapter 3 on verbs, chapter 4 on adjectives, chapter 5 on adverbs, chapter 6 on prepositions, and chapter 7 on conjunctions. After understanding the part of speech, it is followed by understanding the sentence. Students learn about building sentences consisting of sentence types, simple sentences, compound sentences, and complex sentences which are presented in chapter 8. While chapter 9 discusses fragments and chapter 10 about run-ons. These two chapters are very important in composing writing. Chapter 11 continues with the concept of the subject-verb agreement. In writing, students must also pay attention to the capital, numbers, and abbreviations that are presented in chapter 12. Furthermore, this book also provides an overview of punctuation in chapter 13 which consists of an apostrophe, quotation, and a comma. Thus, the series of chapters can help the English Foreign Language students in the class.

Mataram

Nurul Lailatul Khusniyah

LESSON PLAN

Description:

This book serves the basic knowledge in writing. The students are able to create the writing without the mistakes in grammatical. The basic material helps the students to build the sentence which has meaning and sense in context.

Number	Theme	Goal	Sub-Theme
1	Noun	Students are able to know, understand, comprehend and apply noun in writing and speaking	1. Definition of noun 2. Common and proper noun 3. Plural noun
2	Pronoun	Students are able to know, understand, comprehend and apply pronoun in writing and speaking	1. General information about pronoun, possessives and determiners 2. Personal pronoun 3. Possessive adjectives/possessive pronouns 4. Reflexive pronouns 5. Demonstrative adjectives and pronoun 6. Indefinite pronouns
3	Verbs	Students are able to know,	1. Verb forms 2. Finite and non-

		understand, comprehend and apply verb in writing and speaking	finite verbs 3. Action verbs and state verbs 4. Linking verbs 5. Reflexive verbs
4	Adjectives	Students are able to know, understand, comprehend and apply adjectives in writing and speaking	1. Formation of adjectives 2. The formation of compound adjectives 3. Types of adjectives and their uses
5	Adverbs	Students are able to know, understand, comprehend and apply adverbs in writing and speaking	1. What is adverbs? 2. How to identify an adverb 3. Adverb of manner 4. Adverbs of place 5. Adverbs of time 6. Adverbs of frequency 7. Focus adverbs
6	Preposition	Students are able to know, understand, comprehend and apply preposition in writing and speaking	1. What is preposition 2. What preposition express 3. Frequently used prepositions 4. Prepositional phrases with

			nouns and pronouns
7	Conjunction	Students are able to know, understand, comprehend and apply conjunction in writing and speaking	1. What is conjunción 2. Joining words and phrases 3. Joining sentences
8	Building Sentences	Students are able to know, understand, comprehend and the pattern of sentence and apply them in writing and speaking	1. Kinds of sentences 2. Simple sentence 3. Compound sentence 4. Complex sentence
9	Fragment	1. Students understand about the sentence fragment. 2. The lecture gives the definition about what is the sentence fragment. 3. The lecture gives the explanation and gives the	1. What is fragment

		exercise to measure their ability.	
10	Run-Ons	1. Students understand the run-ons of the sentences. 2. The students know how the method to correct that run-ons in the sentences. 3. Students listen carefully what the lecture explains and ask about the topic, discuss together and do the exercises	1. What is run-ons 2. Correcting run-ons 3. Techniques for spotting problema sentences
11	Subject-Verb Agreement	1. Students know and understand	1. What is subject-verb agreement 2. Worrrds between

		how the use the correspond ence in number between subject and verb of the sentence. 2. The explains how to use the correspond ence in number between subject and verb of the sentence. 3. The students describes and gives the exercise to measure the student's understandi ng.	subject and verb
12	Capital, number, and abbreviation	1. Students know and understand how to use the capital letter, number and	1. Main uses of capital letters 2. Other uses of capital letters 3. Numbers 4. Abbreviation

		abbreviation in the sentence. 2. The lecture gives the explanation about problems and also the technique of writing the capital letter, numbers and also abbreviation in the sentences.	
13	Punctuation	1. Students know and understand how to use the punctuation in the sentences 2. Student gives the definition about what is the punctuation in the sentence, such as	1. Apostrophe 2. Quotation 3. Comma

		apostrophes, quotation and comma.	
14	Spelling & commonly confused words	1. Students know and understand how to use the spelling and confused word in the sentence. 2. The students give the explanation about problems and also the technique of writing the spelling and confused word in the sentences.	1. Spelling 2. Commonly confused words

CHAPTER I

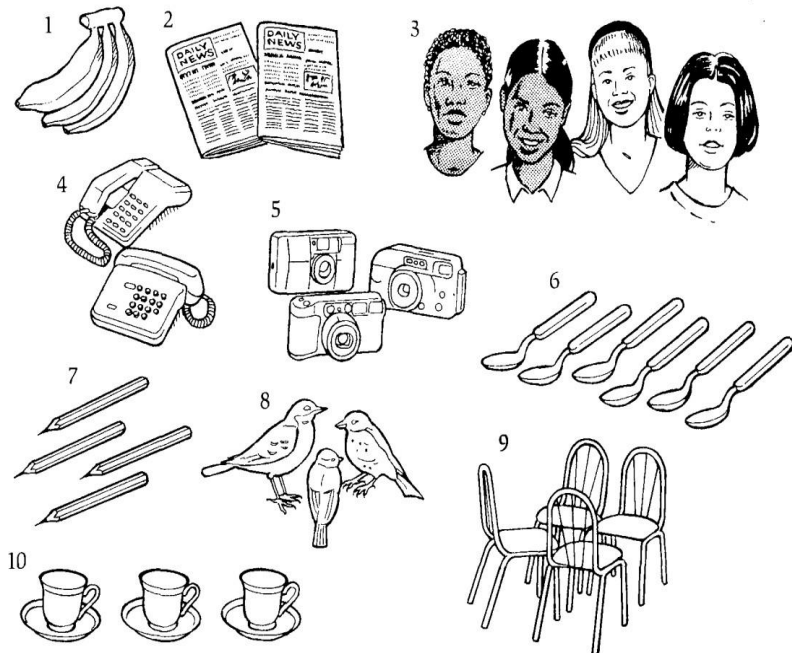
NOUN

Goal:

Students are able to know, understand, comprehend and apply noun in writing and speaking

A. WARNING UP!

Complete the list, using the part of speech based on the picture:¹



1.

¹ Elaine Walker and Steve Elsworth, *Grammar Practice for Elementary Students with Key New Edition* (Essex: Longman, 2000).

2.
3.
4.
5.
6.
7.
8.
9.
10.

B. WHAT IS NOUN?

Nouns are naming words. Nouns may name persons, animals, plants, places, things, substances, qualities, or ideas. For example; Hasan, lions, Blueberry, tree, sea, love, ghost, music, virtue, etc ² Nouns are often pointed out by noun indicators. These noun indicators—*the*, *a*, *an*—signal that a noun is ahead, although there may be words between the indicator and the noun itself. Example;

- *the* slime *the* green slime
- *a* werewolf *a* hungry werewolf
- *an* aardvark *an* angry aardvark

A noun is simply a name, a word that identifies whatever it is you're talking about, such as "Jack" or "home" or "rock." You may remember the term "noun" being defined in school as a person, place, or thing. This is a good way to think about it provided you remember that "thing" refers to more than the things you can point

² Brandon, Lee & Brandon, Kelly. 2011. *Paragraph and Essay with Integrated Readings; Eleventh Edition*. United State of America: Wadsworth ENGAGE Learning

to or touch. It also includes intangibles ideas, concepts, qualities and actions. “Freedom” is a noun. “Progress” is a noun. “Embarrassment” and “running” and “millimeter” are nouns. Basically, anything you can put the word “the” in front of is a noun or is being used as a noun. “Being used as a noun” refers back to the idea that many words can play more than one part of speech. “Light,” for example, can be both a noun, as in the light of day or a verb, as in I light the candles. Just remember that whenever the word in question is being used to name or identify something, you’re dealing with a noun³

Nouns can be used as the *subject of a sentence*. The subject is the word that is performing the action in the sentence. The subject can be a proper noun or a common noun, and it can be singular or plural.⁴ Examples;

1. *Juanita* is a friend of mine.
2. *The boys* like to play soccer.
3. Where is the *school*?

Nouns can also be used as *direct objects*. The direct object in a sentence is the noun that receives the action of the verb. To find the direct object in a sentence do three things:

1. Find the subject of the sentence.
2. Find the verb in the sentence.
3. Ask whom or what with the subject and the verb.

Look at these sample sentences:

“Sara likes my brother.”

1. subject = *Sara*
2. verb = *likes*
3. The direct object is *my brother*

³ Ann Natko, *When Bad Grammar Happens to Good People; How to Avoid Common Errors in English* (New York: Career Press, 2004).

⁴ Ed Swick, *Practice Makes Perfect English Grammar for ESL Learners* (New York: McGraw Hill, 2005).

Nouns are sometimes *indirect objects*. They stand before the direct object in the sentence. It is the person to whom or for whom something is provided. To find the indirect object in a sentence do three things:

1. Find the subject of the sentence.
2. Find the verb in the sentence.
3. Ask to whom or for whom with the subject and the verb.

Look at these sample sentences:

“Justin buys the girl a magazine.”

1. subject = *Justin*
2. verb = *buys*
3. ask to whom or for whom = For whom does Justin buy a magazine?
4. The indirect object is *girl*

When a noun is used as a *predicate noun*, it follows the predicate in the sentence. The predicate can be a single verb or a verb phrase:

1. Verb as the predicate: Maria *helps* us.
2. Verb phrase as the predicate: Maria *usually helps with the gardening*.

Predicate nouns most often follow the verbs *to be* and *to become*:

1. My mother wants to be *a doctor*.
2. Celine became *an actress*.
3. Are you *the manager* of this building?

Exercise. Do the task in your discussion team!⁵

Task 1.

1. How many nouns are in the following sentence?

⁵ Auditi Chakravarty and Bonnie Boehme, *Grammar & Usage for Better Writing* (New York: Amsco School Publications, Inc, 2004).

An old fisherman who had no luck hooked a huge fish that pulled his boat far out to sea.

2. how many nouns does the following sentence contain?
Drivers fish for pearls in Gulf of Mexico.
3. May a noun consist of more than one word?

Task 2.

Look at the italicized word. If it is used as a noun, write N in the space provided. If it is used as a verb, write V.

Example ;

- a. We always *lock* the door V
- b. Can you open the *lock*? N

- 1 a. I ate three *slices* of pizza. _____
- b. This machine *slices* bread. _____

- 2 a. Many birds *fly* south for the winter _____
- b. *fly* buzzed past my ear _____

- 3 a. You have a great *smile* _____
- b. *Smile* for the camera _____

- 4 a. Oatmeal *cooks* in a few minutes _____
- b. Good *cooks* make delicious meals. _____

- 5 a. Please *hand* me that book _____
- b. Your *hand* is bleeding _____

Task 3!

List all the nouns in the following sentences.

Example.

- a. The driver stopped at the post office to mail a package.

Answer : driver, post office, package

- b. My soul has grown deep like the rivers. (Langston Hughes)

Answer : soul, rivers

1. Fog forced the airport to close

2. The fleet has left the Indian Ocean

3. Mrs. Thorpe has invited two sisters and a brother-in-law to her son's graduation

4. Mr. Jones of the Manor Farm had locked the hen-houses for the night, but was too drunk to remember to shut the popholes. (George Orwell)

5. In March, the weather is unsettled, blackbirds return, and trees begin to send out new leaves.

6. Jamie was in the driveway washing her car with a hose and a few sponges.

7. George went back through the swinging-door into the kitchen and untied Nick and the cook. (Ernest Hemingway)

8. New York City has a larger population than San Francisco

9. Have some more beans and rice.

10. Did the team show any signs of improvement in the second quarter?

C. COMMON AND PROPER NOUNS

Compare the following sentences:

1. We are approaching a lake.

2. We are approaching Lake Michigan.

In sentence 1, we call *lake* a *common noun*. In sentence 2, we call *Lake Michigan* a *proper noun*.

What Is a Proper Noun?

A *proper noun* refers to *one particular person, animal, place, or thing*—like *Lake Michigan* in sentence 2.

A proper noun is *always capitalized*.

What Is a Common Noun?

A *common noun* refers to *no particular person, animal, place, or thing*, but to any one at all—like *lake* in sentence 1.

A common noun is *not capitalized*

Here are some more examples of common and proper nouns.

COMMON NOUNS

(*not capitalized*)

day (any day)

month (any month)

bridge (any bridge)

ocean (any ocean)

event (any event)

PROPER NOUNS

(*always capitalized*)

Monday

April

Golden Gate Bridge

Pacific Ocean

Olympics

magazine (any magazine)	<i>Newsweek</i>
institution (any institution)	Congress
language (any language)	Spanish
boy (any boy)	Jim
girl (any girl)	Brittany

Task 4.

List the common and proper nouns in the following sentences

Example ;

- a. Bourbon Street is a lively street in New Orleans.
- b. The Brooklyn Bridge is the oldest bridge over the East River

Answer.

COMMON NOUNS: *street*

PROPER NOUNS: *Bourbon Street, New Orleans*

1. George Washington and Abraham Lincoln were born in February.

COMMON NOUNS:

PROPER NOUNS:

2. Call Adam from the airport as soon as the plane lands in Dallas.

COMMON NOUNS:

PROPER NOUNS

3. Traffic is heavy in both directions on Interstate 99 and the roads feeding into it.

COMMON NOUNS:

PROPER NOUNS

4. Considerable attention has been given by the press to the pollution of our lakes and rivers.

COMMON NOUNS:

PROPER NOUNS

5. Rice University and Baylor College of Medicine are both in Houston.

COMMON NOUNS:

PROPER NOUNS

Task 5.

- a. Rewrite each sentence, changing the italicized common noun to a proper noun.

Example.

- a. An *ocean* is a vast body of water.

Answer :

The Pacific Ocean is a vast body of water.

1. A *girl* was named captain

2. We will meet outside the *restaurant*

3. I saw an accident on the *street*

4. Tomorrow is a *holiday*.

5. A *boy* asked a question

6. When are you returning to the *city*?

7. My father was reading the *newspaper*

8. Does the *park* have tennis courts?

9. We are four miles from the *river*.

10. I was talking to a *neighbor*.

b. *Write the word proper or common*⁶

- | | |
|----------|-------------------|
| a) _____ | 1. France |
| b) _____ | 2. rope |
| c) _____ | 3. United States |
| d) _____ | 4. Professor Hall |
| e) _____ | 5. professor |
| f) _____ | 6. the stadium |
| g) _____ | 7. the Olympics |
| h) _____ | 8. horses |

⁶ Swick, *Practice Makes Perfect English Grammar for ESL Learners*.

- i) _____ 9. Dr. Blanchard
j) _____ 10. our school

c. Rewrite each noun, capitalizing the proper nouns⁷

- a. _____ glass
b. _____ rocky mountains
c. _____ mexico
d. _____ flowers
e. _____ bus
f. _____ the store
g. _____ new york times
h. _____ roberto
i. _____ professor romano
j. _____ my books

D. PLURAL NOUN

Nouns have a *singular* form and a *plural* form.

The *singular* is the form that means *only one*:

boy, girl, soda, hamburger, etc.

The *plural* is the form that means *more than one*:

boys, girls, sodas, hamburgers, etc.

Task 6.

Write the form indicated.

Example;

the plural of *window* *windows*

the singular of *kittens* *kitten*

1. the singular of *chairs*

⁷ Ibid.

2. the plural of *passenger*

3. the singular of *gloves*

4. the plural of *bandage*

5. the plural of *tree*

Here are the singular and plural forms of a few more nouns.

SINGULAR	PLURAL
(only one)	(more than one)
1. hat	hats
2. box	boxes
3. leaf	leaves
4. foot	feet

From the above examples, you can see that there is no single rule for forming the plural of nouns; there are several. If you memorize the rules and do the exercises carefully, you will be well on your way to spelling plurals correctly.

Rule 1. For most nouns:

Add **s** to the singular to form the plural.

SINGULAR	PLURAL
ear	+ s = ears
chair	+ s = chairs
table	+ s = tables
face	+ s = faces

Question:

Can I form the plural of words like *class* or *dish* by just adding *s*?

Answer:

No, because [classs] and [dishs] would be hard to pronounce. We must do something else. This brings us to

Rule 2. For nouns ending in *s*, *sh*, *ch*, or *x*:

Add **es** to form the plural.

NOUNS ENDING IN *s*: class + es = classes

dress + es = dresses

NOUNS ENDING IN *sh*: dish + es = dishes

wish + es = wishes

NOUNS ENDING IN *ch*: bench + es = benches

lunch + es = lunches

NOUNS ENDING IN *x*: box + es = boxes

tax + es = taxes

Exceptions: The following nouns add neither **s** nor **es**, but form their plurals in an irregular way:

man men

woman women

child children

foot feet

tooth teeth

louse lice

mouse mice

goose geese

ox oxen

Task 7.

Write the plural of the following nouns.

Examples;

Hand hands

Wish wishes

Foot feet

1. apple _____

9. Woman _____

2. price _____

10. Annex _____

3. ox _____

11. Eyelash _____

4. fee _____

12. Mouse _____

5. wax _____

13. Goose _____

6. child _____

14. Radish _____

7. glass _____

15. Genius _____

8. louse _____

Task 8

Make the following nouns singular.

Example.

Grandchildren grandchild

1. lamps _____

2. gentlemen _____

3. addresses _____

4. flowers _____

5. circuses _____

Rule 3. For most nouns ending in *f*:

Add **s** to form the plural.

belief + s = beliefs

grief + s = griefs

roof + s = roofs

Exceptions: The following nouns ending in **f** change **f** to **v** and add **es**:

leaf leaves
loaf loaves
half halves
self selves
shelf shelves
thief thieves
wolf wolves

But not in a name:

Mr. Wolf The Wolfs

Rule 4. For three nouns ending in *fe*—*knife*, *life*, and *wife*:

Change **f** to **v** and add **s** to form the plural.

knife knives
life lives
wife wives

Task 9

Write the plural of the following nouns.

1. thief _____
2. ruff _____
3. loaf _____
4. grief _____
5. roof _____
6. proof _____
7. half _____
8. cliff _____
9. self _____
10. elf _____

Task 10. Make the following nouns singular.

Example

Knives knife

1. leaves _____
2. staffs _____
3. lives _____
4. selves _____
5. churches _____

Plural of Nouns Ending in *y*

To form the plural of a noun ending in *y*—like *way* or *lady*—first ask:

Is the letter before *y* a *vowel* or a *consonant*?

Note: Remember that the **vowels** are *a, e, i, o, and u*. All of the other letters of the alphabet are **consonants**.

Rule 5. If the letter before *y* is a **vowel**, add *s* to form the plural.

SINGULAR	PLURAL
way + s	= ways
key + s	= keys
toy + s	= toys

Rule 6. If the letter before *y* is a **consonant**, change the *y* to *i* and add *es*.

SINGULAR	PLURAL
lady	ladies
enemy	enemies
spy	spies

Task 11.

Make the following nouns plural.

Example.

Journey journeys

1. valley _____
2. baby _____
3. party _____
4. highway _____
5. company _____
6. joy _____
7. bakery _____
8. monkey _____
9. pharmacy _____
10. chimney _____

Task 12.

Make the following nouns singular

Example.

Pennies penny

1. holidays _____
2. juries _____
3. attorneys _____
4. ferries _____
5. bluejays _____

Plural of Nouns Ending in *o*

Rule 7. If a noun ends in a *vowel plus o*, add *s* to form the plural.

ENDING	SINGULAR	PLURAL
VOWEL <i>e</i> + <i>o</i>	stereo + s	= stereos
VOWEL <i>i</i> + <i>o</i>	radio + s	= radios

Rule 8. If a noun ends in a *consonant plus o*, add *s* in most cases.

auto + s = autos

two + s = twos

alto + s = altos

piano + s = pianos

Exceptions: Add **es** to the following nouns:

potato + es = potatoes

tomato + es = tomatoes

echo + es = echoes

veto + es = vetoes

Task 13

Make the following nouns plural

Example

Patio patios

1. studio _____

2. rodeo _____

3. potato _____

4. portfolio _____

5. tomato _____
6. ratio _____
7. veto _____
8. trio _____
9. echo _____
10. piano _____

Possessive Nouns

A *possessive noun* is a noun that shows possession or ownership. A *possessive noun* always contains an *apostrophe* ['].

Here are some examples of possessive nouns:

1. *student's* money

The possessive noun *student's* shows that the money belongs to the student.

2. *students'* money

The possessive noun *students'* shows that the money belongs to the students.

3. *children's* money

The possessive noun *children's* shows that the money belongs to the children.

Note that a possessive noun can help us express ourselves in fewer words. For example,

we can say the *children's money* (two words) instead of the *money belonging to the children* (five words).

Question:

Why does the apostrophe come before the **s** in examples 1 and 3, above, but after the **s** in example 2?

Answer:

Over the centuries, English has developed three rules for using the apostrophe to show possession.

Rule 1. If the possessor is a SINGULAR NOUN, add an APOSTROPHE AND s.

the eyes of the *baby* becomes the **baby's** eyes
the whiskers of the *cat* becomes the **cat's** whiskers
the novels by *Dickens* becomes **Dickens's** novels

Task 14

Express each of the following phrases in fewer words.

Example.

the name of the visitor *the visitor's name*

1. the bark of the dog _____
2. the books belonging to Justin _____
3. the car that Jessica owns _____
4. the house where Joe lives _____
5. the letter Ian wrote _____

Rule 2. If the possessor is a PLURAL NOUN ENDING IN s, add ONLY AN APOSTROPHE.

- the lab experiments performed by the *girls*
becomes the **girls'** lab experiments
- the coats owned by the *students*
becomes the **students'** coats
- the nests of *birds*
becomes the **birds'** nests

Task 15

Express in fewer words.

1. the mailboxes of neighbors
2. tools used by carpenters

3. the uniforms nurses wear
4. the reasons the senators gave
5. the money belonging to the depositors

Rule 3. If the possessor is a PLURAL NOUN *NOT* ENDING IN *s*, first write the plural; then add an APOSTROPHE AND *s*.

shoes worn by <i>men</i>	becomes men's shoes
suits for <i>women</i>	becomes women's suits
the faces of <i>people</i>	becomes people's faces

Task 16

Express in fewer words.

1. the names of the grandchildren
2. the luggage belonging to the Englishmen
3. the salaries the men earned
4. the protests of the townspeople
5. the reasons given by the women

Task 17.

Write the correct possessive form of the noun in parentheses.

Example:

My *brother's* name is Jack. (*brother*)

- a. I borrowed my _____ biology notes. (*friend*)
- b. My _____ names are Lee, Emily, and Sarah. (*sisters*)
- c. Where did you put _____ umbrella? (*Ellen*)
- d. There is a sale on _____ slacks. (*women*)
- e. A dictator has little regard for _____ wishes. (*people*)
- f. The _____ names are Madame Vigny and Madame Strauss. (*Frenchwomen*)
- g. Are you _____ sister? (*Dennis*)
- h. I borrowed my _____ snow shovel. (*neighbor*)

- i. Have the _____ passes been distributed? (*visitors*)
- j. The British advance was slowed by the _____ resistance
(*Minutemen*)

CHAPTER 2

PRONOUN

Goal:

Students are able to know, understand, comprehend and apply pronoun in writing and speaking.

A. WARMING UP

Circle the pronouns in the sentences below. Some sentences have more than one pronoun.⁸

1. She went to the store with Angela.

2. Six of us had to squeeze in the tiny car.

3. Every Thursday, Kenny goes to Wal-Mart with them.

4. At the store, the cashier gave her some change.

5. When the sun comes up, he leaves for work.

6. I enjoyed seeing them on the playground.

7. Have you hung the painting on the wall yet?

8. If I eat all of these vegetables, mother will let me watch television.

9. We played with the puppy, then fed her a biscuit.

10. Have you seen the sandcastle we built?

11. I bounced the ball and Jack ran after it

B. GENERAL INFORMATION ABOUT PRONOUNS, POSSESSIVES AND DETERMINERS

1. Form of personal/reflexive pronouns and possessives

Personal pronouns		Possessives	Reflexive	
Subject	Object	Adjectives	Pronouns	Pronouns
Singular				
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	It	-	Itself
One	One	(ones's)	-	Oneself
Plural				
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

- demonstrative adjectives and pronouns: *this' that' these- 'those*
- indefinite pronouns: some, *any* and their compounds
- relative pronouns: *who whom, that, which*
- possessive adjectives (*my, etc.*) function as **determiners** rather than pronouns, but they are treated together with possessive pronouns (*mine, etc.*) because they are related in form and meaning.

2. The difference between pronouns and determiners

A pronoun is a word that can be used in place of a noun or a noun phrase, as the word itself tells us: pro-noun. We do not normally put a noun after a pronoun except in special combinations such as *you students she-bear*, etc. We use pronouns like *he she, it* and *they* when we already know who or what is referred to. This saves us from having to repeat the name or the noun whenever we need to refer to it:

***John** arrived late last night. He had had a tiring journey*

*I wrote to **Kay** and told **her** what had happened.*

However, we normally use *I/me, you* and *we/us* for direct reference to ourselves or the person(s) addressed and not in place of nouns.

Determiners are always followed by a noun. Words such as *some* and *this*, followed by a noun function as determiners. When they stand on their own, they function as pronouns:⁹

- / want **some milk**, (*some* + noun, functioning as **determiner**)

⁹ L. G. Alexander, *Longman English Grammar* (Essex: Pearson Education Limited., 2003).

- / *want **some*** (*some* on its own, functioning as **pronoun**)
- / *want this book* (*this* + noun, functioning as **determiner**)
- / *want this* (*this* on its own, functioning as **pronoun**)

A pronoun is a word that is used in place of a noun. Some pronouns may represent specific person persons or things:¹⁰

I	she	they	you
Me	her	them	yourself
Myself	herself	themselves	yourselves
It	he	we	who
Itself	him	us	whom
That	himself	ourselves	

Indefinite pronouns refer to nouns (persons, places, things) in a general way: ¹¹

Each everyone nobody somebody

Other pronouns point out particular things:

Singular

Plural

this, that

these, those

This is my treasure

there are my shoes

That is your book

those are your bags

¹⁰ Lee Brandon and Kelly Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition* (United State of America: Wadsworth, Cengage Learning, 2011).

¹¹ Ibid.

Still other pronouns introduce questions

Examples;

1. Which is the best CD player?
2. What are the main ingredients of a twinkie?

C. PERSONAL PRONOUN

From of personal pronouns;

Personal pronouns	
Subject	Object
Singular	
I	Me
You	You
He	Him
She	Her
It	It
One	One
Plural	
We	Us
You	You
They	Them

Notes on the form of personal pronouns;

- a. Though these words are called **personal pronouns**, they do not refer only to people. For example:

Your breakfast is ready *It is on the table*

We call them 'personal pronouns' because they refer to grammatical 'persons' (1st, 2nd, 3rd) and can be grouped like this:

1st person: / ,*we*

2nd person: *you*

3rd person: *he, she, it, one, they*

- b. Most European languages have two forms of *you*, an informal one for family, close friends, children, etc. and a formal one for strangers, superiors, etc. In English, we do not make this distinction: the one word, *you*, is used for everybody. There aren't different singular and plural forms of *you* (except for *yourself yourselves*).
- c. Note that the singular subject pronouns *he she* and *it* have the same plural form: *they*; and the singular object pronouns *him her* and *it* have the same plural form: *them*.
- d. The choice of pronoun depends on the noun that is being replaced. Pronouns (except for *you*) agree with the nouns they replace in **number** (showing us whether they are referring to singular or plural). Some agree in **gender** (showing us whether they are referring to masculine, feminine or neuter):

John is here *He* (replacing *John*) *can't stay long*

The ***windows*** are dirty *I must wash them* (replacing *windows*)

If you see Joanna please give her (replacing *Joanna*) *this message*

- e. We do not normally use a noun and a pronoun together:

My friend invited me to dinner (Not **My friend, he...**)

I parked my car outside (Not **My car, I parked it...**)

1. Subject Pronouns

Subject pronouns nearly always come before a verb in statements. They are used when the person or thing referred to can be identified by both speaker and hearer:

*John didn't find us in so **he** left a message*

In English, the subject of a sentence *must be expressed*. If it is not directly expressed, its presence is strongly implied. This can be contrasted with some other European languages, where the use of subject pronouns can be optional

- a. **The first person singular: 'I'.** The speaker or writer uses / when referring to himself or herself. This is the only personal pronoun which is always spelt with a capital letter. Note that / is written as a capital letter whether it's at the beginning of a sentence or not
- b. **The second person singular and plural: 'you'.** We use this when we address another person, or two or more people.
- c. **The third person singular masculine: 'he'.** *He* stands for a male person who has already been mentioned. Example; *He* is used in certain proverbial expressions to mean 'anyone'
- a. **The third person singular feminine: 'she'.** *She* stands for a female person who has already been mentioned. Example: *Ask **Jennifer** if **she** is home in time for dinner*
- b. **The third person singular neuter: 'it'.** *It* can refer to a thing, a quality, an event, a place, etc. example: *That **vase** is valuable It's more than 200 years old*
- c. **The first person plural: 'we' (two or more people).** *We* can include the listener or not. Example: *We're staying here What about **you**?* (not including the listener).
We is often used to mean 'anyone/everyone', e.g. in newspapers.
We is used in the same way in general statements

- d. **The third person plural: 'they'** (two or more people, things, etc.). *They* can stand for persons, animals or things already mentioned.

*John and Susan phoned **They** re coming round this evening*

- e. **Omission of subject in abbreviated statements.** In everyday speech, we sometimes omit subject pronouns. Example : *Found this in the garden Know who it belongs to?* (= / found this in the garden *Do you* know who it belongs to?)

2. Object Pronouns

Object pronouns replace nouns in object positions They can be:

- direct objects
*Have you met **Marilyn?** I ve never met **her***
- indirect objects
*If you see Jim give **him** my regards*
- objects of prepositions
*really feel sorry **for them***

In polite usage it is usual to avoid mentioning yourself first
*They were met by **John and me*** (in preference to *me and John*)

We often use *both* and *all* with *you* to avoid ambiguity (since *you* can refer to *both* or *all*)

*Good luck to **you both/all***

Us is often used very informally in place of *me*, particularly after the imperatives of verbs like *give* and *pass*

*Give **us** a hand with this trunk will you?*

In everyday speech, it is normal for unstressed *him her* and *them* to be pronounced *im er* and *em*

*Give 'im the money Give '**er** a kiss Give 'em all you ve got*

3. Subject or object pronoun?

Here are a few exceptions to the rules for using subject and object pronouns.

a. **Object pronouns after 'be'**

Object pronouns are normally used in preference to subject pronouns after *be* in everyday speech

b. **Object pronouns (especially 'me') as subjects**

Subject pronouns (/ *she*, etc) are not normally used by themselves or in short answers with *not* Object pronouns are used instead.

An object pronoun can also occur as the subject of a particular kind of exclamatory question for stress or emphasis

c. **Object or subject pronouns after comparatives with 'as' and 'than'**

Object pronouns are commonly used in statements. However, subject pronouns are used if *as* or *than* function as conjunctions, i.e. when they are followed by a clause: *She's as old as I am/he is You're taller than I am/she is*

d. **Object pronouns in exclamations**

Object pronouns often occur in exclamations like the following; *He's got to repay the money - Poor him!*

D. POSSESSIVE ADJECTIVES/POSSESSIVE PRONOUNS

1. Form of possessive adjectives and possessive pronouns

Adjectives: my your his her its one's our your their

Pronouns: mine yours his hers - - ours yours theirs

Notes on form (possessive adjectives/pronouns)

- a. With the exception of *one's*, the apostrophe s ('s) is unacceptable with possessive adjectives and pronouns. We should not confuse its (possessive) with *it's* = *it is* or *it has*

- b. There are no familiar/non-familiar forms for the second person singular and plural : *your* and *yours* are used in all cases.
- c. *One's* can be used as an impersonal possessive adjective, but not as a pronoun: ***One's first duty is to one's family***

2. Possessive adjectives and possessive pronouns compared

Possessive adjectives and pronouns show possession, i.e. that someone or something belongs to somebody. They answer the question *Whose?* The possessive adjectives *my*, *your*, etc. are determiners and must always be used in front of a noun. Their form is regulated by the possessor, not by the thing possessed. *His* refers to possession by a male: *John's daughter* (= *his daughter*). *Her* refers to possession by a female: *Jane's son* (= *her son*). *Its* refers to possession by an animal or thing: *the cat's milk* (= *its milk*) *the jacket of this book* (= *its jacket*).

My, *your* and *their* refer to possession by males or females:

My house is there,' ***Sally*** said / ***John*** said

Here is ***your*** tea, ***Sally/John***, ' mother said

The ***boys'*** coats are here and ***their*** caps are there

The ***girls'*** coats are here and ***their*** berets are there

Their can also refer to possession by animals or things, as in:

Dogs should have ***their*** own kennels outside the house

Cars with their engines at the back are very noisy

The possessive pronouns *mine*, *yours*, etc. are never used in front of nouns and are stressed in speech. They refer equally to persons and things, singular or plural. *Its* is never used as a pronoun.

*These are my children These children are **mine** These are my things
These things are **mine** I can't find my pen Can you lend me **yours**?*

Possessive pronouns can come at the beginning of a sentence: *This is my cup **Yours** is the one that's chipped My father/My mother is a lawyer - **Mine** is a doctor*

For 's/s' possession without a noun.

Noun + *of it* can sometimes be used in place of *its* + noun

*How much is that book? I've forgotten **the price of it/its price***

For the use of *of* + possessive pronoun.

E. REFLEXIVE PRONOUNS

1. Form of reflexive pronouns

- a. **singular:** *myself yourself himself, herself, itself, oneself*
- b. **plural:** *ourselves yourselves themselves*

Reflexive pronouns are really compounds formed from possessive adjectives + *-self*; e.g. *myself yours*"; or from object pronouns + *-self*: e.g. *himself*.

2. Obligatory use of reflexive pronouns after certain verbs

There are only a very few verbs in English which must always be followed by a reflexive pronoun: e.g. *absent avail, pride-*

*The soldier **absented himself** without leave for three weeks*

Other verbs are very commonly followed by reflexives: e.g. *amuse blame, cut, dry, enjoy, hurt, introduce*

*I **cut myself** shaving this morning*

*We really **enjoyed ourselves** at the funfair*

Of course, these verbs can be followed by ordinary objects:

*/ ve cut **my lip** We enjoyed **the funfair***

The important thing to remember is that verbs of this kind are never followed by object pronouns (*me, him, her, etc.*) when the subject and object refer to the same person:

*I've cut **myself*** (Not '*me*')

Note that these verbs are all transitive. This means they must have an object and this is commonly a reflexive pronoun. The one exception is the intransitive verb *behave*, which can be followed (but need not be) by a reflexive pronoun:

*Please **behave (yourself)***

*The children **behaved (themselves)***

3. Optional use of reflexive pronouns after certain verbs

Other verbs which can point the action back to the subject (e.g. *dress, hide, shave, wash*) can be intransitive, so we don't need reflexive pronouns, though it would not be 'wrong' to use them. When these verbs are intransitive, it is assumed that the subject is doing the action to himself:

*/ must **dress/wash*** (as opposed to *dress/wash myself*)

We often use (and stress) reflexive pronouns after such verbs when referring to children, the very old, invalids, etc. to indicate that an action is performed with conscious effort:

*Polly's nearly learnt how to **dress herself** now*

4. Verbs which are not normally reflexive

Verbs such as *get up, sit down, stand up, wake up* and combinations with *gef* (*get cold/hot/tired, dressed, married*), often reflexive in other European languages, are not normally so in English:

*/ **got up** with difficulty*

Reflexives would be used for special emphasis only:

*Will you **get yourself dressed?** We're late*

5. Reflexive pronouns as objects of ordinary verbs

Reflexive pronouns can be used after many ordinary verbs if we wish to point back to the subject:

*/ got such a shock when I **saw myself** in the mirror.*

Reflexives can be used as indirect objects:

*The boss **gave himself** a rise (= gave a rise to himself)*

6. Reflexive pronouns as objects of prepositions

Reflexive pronouns can occur after prepositions which often follow verbs, nouns or adjectives;

Look after yourself!

*Lucy's looking very **pleased with herself***

or in combination with adverb particles: the reflexive comes between the verb and the particle;

*We gave **ourselves** up*

*We pulled **ourselves** out (of the water)*

7. Reflexive pronouns used for emphasis

Reflexive pronouns can be used freely (but optionally) after nouns and pronouns for emphasis to mean 'that person/thing and only that person/thing' (*/ myself, you yourself, Tom himself, etc.*):

***You yourself** heard the explosion quite clearly*

***The engine itself** is all right, but the lights are badly damaged*

The reflexive can also come at the end of a sentence or clause:

You** heard the explosion **yourself

and particularly where there is a comparison or contrast:

***Tom's** all right **himself**, but his wife is badly hurt*

When used for special emphasis, reflexives are stressed in speech, especially when there is a possibility of ambiguity:

*Mr Bates rang the boss **him'self** (and not the boss's secretary)*

Reflexive pronouns are used in (often rude) rejoinders, such as:

*Can you fetch my bags, please? - Fetch them **yourself***

F. DEMONSTRATIVE ADJECTIVES AND PRONOUNS

1. Form of demonstrative adjectives and pronouns

'Near' references matching *here*:

Singular: *this boy girl tree book money*

plural: *these boys girls trees books*

'Distant' references matching *there*:

Singular: *that boy girl tree book money*

plural: *those boys girls trees books*

2. 'This/that' and 'these/those': nearness and distance

'Nearness' may be physical. *This* and *these* may refer to something you are actually holding or that is close to you, or that you consider to be close to you, or to something that is present in a situation. We can associate *this* and *these* with *here*:

*The picture I am referring to is **this one here***

*The photographs I meant are **these here***

This and *these* can refer to nearness in time (*now*):

*Go and tell him now, **this instant***

'Distance' may be physical. *That* and *those* can refer to something that is not close to you, or that you do not consider to be close to you. We can associate *that* and *those* with *there*:

*The picture I am referring to is **that one there***

*The photographs I meant are **those there***

That and *those* can refer to distance in time {*then*):

*Operations were difficult in the 18th century In **those days** there were no anaesthetics*

3. Demonstrative adjectives/pronouns compared

Demonstratives can be adjectives: that is, they can be determiners and go before a noun or *one/ones* or they can be pronouns used in place of a noun or noun phrase;

adjective + noun: / *don't like **this coat***

adjective + one *I don't like **this one***

pronoun: *I don't like **this***

Demonstratives used as pronouns normally refer to things, not people:

/ *found **this wallet** I found **this** (pronoun)*

/ *know **this girl** (*this* cannot stand on its own here)*

Demonstrative pronouns after *What?* refer to things:

*What's **this/that?** What are **these/those?***

This and *that* as pronouns after *Who?* refer to people:

*Who's **this***

*Who's **that***

These and *those* referring to people are followed by a (plural) noun. Compare *What are these/those* (i.e. things) with:

*Who are **these/those people/men/women/children?***

But *those*, closely followed by *who*, can be used on its own:

***Those** (of you) **who** wish to go now may do so quietly*

G. INDEFINITE PRONOUNS

1. Form of indefinite pronouns

Compounds of *some*, *any*, *no* and *every*

<i>some-</i>	<i>any-</i>	<i>no-</i>	<i>every-</i>
<i>someone</i>	<i>anyone</i>	<i>no one</i>	<i>everyone</i>
<i>somebody</i>	<i>anybody</i>	<i>nobody</i>	<i>everybody</i>
<i>something</i>	<i>anything</i>	<i>nothing</i>	<i>everything</i>

- There is no noticeable difference in meaning and use between *-one* forms and *-body* forms. They refer to male(s) and female(s).
- These compounds (except *no one*) are normally written as one word.
- These compounds (except those formed with *-thing*) have a genitive form: *Grammar isn't **everyone's idea** of fun*
- Compare compound adverbs which are formed with *-where*: *somewhere, anywhere, nowhere* and *everywhere*

Exercise 1 and 2.¹²

Do these exercises and discuss them in your group discussion!

Task 1.

Match the word or group of words on the left with the corresponding pronoun on the right.

_____ 1. Pat and Ia.	He
_____ 2. Josephb.	She
_____ 3. Alyssac.	We
_____ 4. the big truckd.	They
_____ 5. Kevin and Martine.	It

¹² "Pronoun." *Super Teacher Worksheets*,

Task 2.

Write a pronoun that could replace the underlined word(s) in each sentence.

1. Joseph loves to sing.

2. Jennifer and Carl enjoy listening to Joseph's singing.

3. Joseph will sing a duet with Olivia. _____

4. Olivia has a beautiful voice too.

5. The concert will be tomorrow evening.

6. Freddy and I will be sitting in the front row.

7. Freddy will go with Joseph's parents.

Task 3.

Complete the following sentences using suitable pronouns.¹³

1. The girls are playing in the garden. _____ look very happy.
2. The boys are making a lot of noise. Please ask _____ to be quiet.
3. Where is Rohan? I haven't seen _____ in several days.

¹³ <https://www.englishgrammar.org/pronouns-worksheet-2/>

4. Raju complained to the teacher. _____ bicycle had been stolen.
5. My neighbours are some students. _____ are very noisy.
6. I had invited all of _____ friends but none of _____ turned up.
7. I have never met James and I don't know _____.
8. _____ are going to the movies. Do you want to come with _____?
9. Susie is a nice girl. Everyone likes _____.
10. My daughters enjoy watching cartoon films. This CD is for _____.

Task 4.

Fill in the blanks with appropriate personal pronouns or adjectives.¹⁴

1. Have you lost _____ marbles?
2. This is my bag. Which one is _____?
3. My composition is better than _____.
4. She is taller than _____.
5. I have invited all of _____ to my party.
6. I have never had the opportunity to meet any one of _____.
7. We went to _____ native place last week.
8. Who is at the door? It must be _____.
9. Whose book is this? It must be _____.
10. My dog is white. _____ is black.
11. No one loves you more than _____.
12. She is a friend of _____

¹⁴ Ibid

CHAPTER 3

VERBS

Goal:

Students are able to know, understand, comprehend and apply verb in writing and speaking

A. WARMING UP

Circle the action verb in each sentence below.¹⁵

1. Sal listens to his favorite song.
2. Craig hits the baseball over the fence.
3. The little pig grunts.
4. The roof of the house leaks.
5. The hunter searches for a deer.
6. Dr. Gold examines his patient.
6. The bluebird in the tree sings beautifully.
7. The football team dashes out of the locker room.
8. Paul reads The Adventures of Tom Sawyer.
9. Mrs. Gray buys a roll of paper towels at the store.

B. VERB FORMS

Verbs show action or express being in relation to the subject of a sentence. Action verbs are usually easy to identify¹⁶

Example;

The aardvark ate the crisp, tasty ants.

¹⁵ https://www.superteacherworksheets.com/actionverbs/action-verbs_WDWZM.pdf?up=1466611200

¹⁶ Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

The being verbs are few in number and are also easy to identify.

The most common being verbs are *is*, *was*, *were*, *are*, and *am*. Example;

I am his enthusiastic.

The form of a verb expresses its sense, that is the time of the action or being. The time may be in the present or past.

Example;

Sinta sings “ *Balonku*”

One or more helping verbs may be used with the main verb to form other tenses. The combination is called a verb phrase.

Example;

- Ani had *sung* the song many times in the bedroom. (Helping verb and main verb indicate a time in the past).
- Gilang will be drawing the picture in the Art class. (Helping verb and main verb indicate a time in the future)

Some helping verb can be used alone as main verbs: *has*, *have*, *had*, *is*, *was*, *were*, *are*, *am*. Certain other helping verbs function only as helpers: *will*, *shall*, *should*, *could*.

The most common position for the verb is directly after the subject or after the subject and its modifiers.

Example;

At high noon only two man (subject) *were* on Main Street.

The man with the faster draw (subject and modifiers) *walked* away alone

Verbs have the following forms: a base form (e.g. *look*), an s-form (*looks*), a past form (*looked*), an ing-form (*looking*) and a

past/passive participle (*looked*). Some of the verb forms have more than one use.¹⁷

Base form:	Imperative	<i>Play tennis with me.</i>
	Present tense	<i>You play very well.</i>
	Infinitive	<i>I'd like to play.</i>
S-form:	Present tense	<i>Simon plays very well.</i>
	(3rd person singular)	
Past form:	Past tense	<i>They played back the film.</i>
Ing-form:	Gerund	<i>Playing tennis is fun.</i>
	Active participle	<i>You're playing very well.</i>
Past/passive participle:	Past participle	<i>They've played back the film.</i>
	Passive participle	<i>The film was played back.</i>

C. FINITE AND NON-FINITE VERBS

A finite verb phrase is one that can be the main verb of a sentence. A non-finite verb phrase is an infinitive, gerund or participle.¹⁸

	Finite	Non-finite
<i>you</i>	<i>leave</i>	<i>kept disappearing</i>
<i>it</i>	<i>is</i>	<i>anxious to stop</i>
<i>someone</i>	<i>will steal</i>	<i>see the thief filmed</i>
<i>you</i>	<i>are playing</i>	
<i>the police</i>	<i>were informed</i>	

¹⁷ John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 2002).

¹⁸ Ibid.

A finite verb phrase can come in a main clause or a sub clause.

*The police **took** action.*

*We were pleased when the police **took** action.*

A non-finite verb comes only in a sub clause.

*We wanted the police **to take** action.*

*We approved of the police **taking** action.*

*We approved of the action **taken** by the police.*

Sometimes there are two verb phrases together, a finite one and then a non-finite one.

*The police **wanted to take** action.*

*Things **kept disappearing** from the changing room.*

For the to-infinitive and gerund in these patterns

D. ACTION VERBS AND STATE VERBS¹⁹

Verbs can express actions or states.

Actions

States

*Jane **went** to bed.*

*Jane **was** tired.*

***I'm buying** a new briefcase.*

***I need** a new briefcase.*

***I lent** Jeremy five pounds.*

*Jeremy **owes** me five pounds.*

An action means something happening, something changing. Action verbs are verbs like *do, go, buy, play, stop, take, decorate, say, ask, decide* etc.

A state means something staying the same. These verbs are state verbs:

adore

depend

doubt

lack

owe

seem

be

deserve

envy

like

own

understand

believe desire exist

love

¹⁹ Ibid.

<i>pity</i>	<i>want</i>	<i>belong to</i>	<i>despise</i>
<i>bate</i>	<i>matter</i>	<i>possess</i>	<i>wish</i>
<i>consist of</i>	<i>detest</i>	<i>intend</i>	<i>mean</i>
<i>prefer</i>	<i>contain</i>	<i>dislike</i>	<i>know</i>
<i>need</i>	<i>resemble</i>		

Most action verbs refer to physical actions, but some are verbs of reporting (*say*) or verbs of thinking (*decide*). State verbs express meanings such as being, having, opinions and feelings.

We can use action verbs with the continuous, but state verbs are not normally continuous.

We are decorating the flat, but NOT *We are owning the flat.*

Some state verbs cannot be passive.

Some verbs have different meanings. One meaning can be an action and another meaning can be a state.

Actions

*We're **having** lunch now.*

(action-'eating')

*We're **thinking** about moving. I **think** we ought to move.*

(action - 'deciding')

*Jeff **tasted** the soup.*

*expect/ **expecting** trouble*

*imagine/ **imagining** the result*

*care/ **caring** for the sick not **care** what happens*

*admire/ **admiring** the view*

(= looking at it with pleasure)

*look/ **looking** at a picture*

*smell/ **smelling** the powder*

*appear/ **appearing** in a film*

States

*We **have** a big kitchen.*

(state-'own')

*I **think** we ought to move.*

(state - 'believe')

*The soup **tasted** like water.*

***expect** so (= believe)*

***imagine** so (= believe)*

***admire** someone's courage*

(= approve of)

***look** lovely*

***smell** strange*

***appear** perfectly calm*

*measure/ **measuring** the door **measure** two metres*

*weigh/ **weighing** the luggage **weigh** ten kilos*

*fit/ **fitting** a new switch **fit** perfectly*

*cost/ **costing** a project **cost** a lot of money*

We can use the continuous with some state verbs if we see something as active thinking or feeling for a period of time, rather than a permanent attitude.

I love holidays. (permanent attitude)

I'm loving every minute of this holiday. (active enjoyment)

Here are some more examples.

*How **are** you **liking** the play? ~ Well, it's all right so far.*

*We **were expecting** visitors. You **'re looking** pleased with yourself*

Some verbs always express states and so cannot be continuous.

*At the moment the building **contains** some old machinery.*

***I know** the town quite well now.*

These verbs are *belong to, consist of, contain, depend on, deserve, desire, know, matter, own, possess, prefer, seem.*

NOTE

The expression *get to know* can be continuous.

***I'm getting** to know the town quite well.*

Hurt, ache and *feel* can be simple or continuous with little difference in meaning.

*My arm **hurt/was hurting**. **I feel/I'm feeling** depressed.*

We often use *can* and *could* for perceptions.

***I can see** something under the sofa.*

We do not normally use the continuous. NOT *I'm seeing something.*

We can use the past simple when the thing that we saw or heard was a complete action.

*We **saw** a magnificent sunset.*

*Tom **heard** the whole story.*

*They **felt** the building shake.*

Smell, taste and feel as action verbs express a deliberate action.

*Steve **picked up** the bottle and **smelted** the milk.*

*When we arrived, people **were** already **tasting** the wine.*

E. LINKING VERBS²⁰

Linking verbs *link* or *connect* the subject of a sentence with an adjective, noun, or pronoun that follows the linking verb. This occurs most frequently with the verb *to be*:

I am lonely.

We are teenagers.

You are correct.

You are the winner.

He is a soccer player.

They are careful.

She is a Baptist.

The man is a doctor.

It is you.

The girls are talented.

As the linking verb changes tenses, it has no effect on the other elements in the sentence:

Present: He is spoiled.

Past: He was spoiled.

Present perfect: He has been spoiled.

Past perfect: He had been spoiled.

Future perfect: He will have been spoiled.

Future: He will be spoiled.

²⁰ Ed Swick, *Verbs & Essentials of Grammar for ESL Learners* (New York: McGraw Hill, 2010).

In informal or casual style, it is common to use an objective-case pronoun after *to be*. In formal style, subjective-case pronouns are used. This is true in all tenses:

Subjective	Case Objective Case
That's he.	That will be him.
It was I.	It is me.

Other linking verbs work in the same manner as *to be*: they combine the subject of a sentence with an adjective that follows the verb. Some of these linking verbs can also be combined with nouns and pronouns that follow the verb. The verbs that are followed only by adjectives are:

appear	seem
feel	smell
grow	sound
look	stay
prove	taste

Each of these ten verbs can be followed by an adjective that modifies the subject of the sentence, and this can occur in any tense and with auxiliaries:

- The man appears ill.
- She feels unhappy.
- The sky has grown dark.
- His skin will look better tomorrow.
- Their theory proves wrong.

Two linking verbs (*to become* and *to remain*) can be followed by adjectives, nouns, and on rare occasions pronouns and can be used in any tense and with auxiliaries. For example:

- The weather became awful. (adjective)

Betty wants to become a lawyer. (noun)
The lake remained calm. (adjective)
Bill hoped to remain an architect. (noun)

The verb *to seem* can sometimes be followed by a modified noun rather than just an adjective:

That seems a strange statement to me.

Some of the linking verbs can also be used as *transitive verbs*. That is, they do not combine a subject with an adjective that follows them, but, instead, they take a direct object. Compare the following sentences:

A. Linking Verb

She feels happy.

The cake smelled burned.

It grows dark.

Transitive Verb

She feels **the fabric**. (direct object)

Bill smelled **the flowers**.
(direct object)

They grow **tropical plants**.
(direct object)

It is easy to determine whether these verbs are used as linking verbs or as transitive verbs. Replace the verb with an appropriate form of *to be*. If the sentence still makes sense, the verb is a linking verb. If it makes no sense, the verb is a transitive verb.

For example:

Jim felt very lonely. - Jim **was** very lonely.
(makes sense = linking verb)

The verb *to appear* must be mentioned specially. Although it does not function as a transitive verb, it can be used as a verb that shows the *action of appearing* and is in such a case not a linking verb. Compare the following pairs of sentences:

She appeared refreshed and alert.

(linking verb = *Refreshed* and *alert* modify *she*.)

F. REFLEXIVE VERBS

The reflexive pronouns are the reflexive counterparts of personal pronouns. There are only a few verbs in English that are true reflexive verbs (the combination of a verb and a reflexive pronoun).

A true reflexive verb is one that must be used together with a reflexive pronoun to have meaning. The verb cannot be used with a noun or pronoun object other than the reflexive pronoun. For example:

I perjure myself

you perjure yourself

he perjures himself

she perjures herself

one perjures oneself

we perjure ourselves

you perjure yourselves

they perjure themselves

Other true reflexive verbs are *absent oneself* and *bestir oneself*. These verbs are always used with a reflexive pronoun.

Other verbs that are not true reflexive verbs can be used with reflexive pronouns as a replacement for a direct or indirect object noun or pronoun.

Similar to true reflexive verbs, these verbs do not have complete meaning unless they are followed by a direct object or a reflexive pronoun:

I enjoyed the party.

I enjoyed myself. (direct object)

She considered him lucky.

She considered herself lucky. (direct object)

You cannot merely say, “I enjoyed” or “She considered lucky.” An object or reflexive pronoun is required with such verbs.

Exercise 1, 2, & 3!²¹

Task 1.

Tell whether each word is an action verb or noun. Write the words action verb next to each action verb. Write the word noun next to each noun.

1. swims _____
2. thinks _____
3. sneezes _____
4. clock _____
5. tooth _____
6. drives _____
7. takes _____
8. basketball _____
9. plays _____
10. relaxes _____
11. grass _____
12. game _____
13. writes _____

Task 2.

Circle the action verb in each sentence below.

1. Sal listens to his favorite song.
2. Craig hits the baseball over the fence.
3. The little pig grunts.
4. The roof of the house leaks.
5. The hunter searches for a deer.
6. Dr. Gold examines his patient.

²¹ <https://www.superteacherworksheets.com/actionverbs.html>

7. The bluebird in the tree sings beautifully.
8. The football team dashes out of the locker room.
9. Paul reads The Adventures of Tom Sawyer.
10. Mrs. Gray buys a roll of paper towels at the store.

Task 3

Sometimes a verb cannot work alone. It needs a helper. These helpers are called helping verbs.

Example:

We are walking to the park.

The word walking is the main verb. The word are is a helping verb.

The word walking wouldn't make sense in the sentence without a helping verb.

Here is a list of common helping verbs: am, is, are, was, were, will, would, can, could, has, have, had, may, might

Underline the main verb in each sentence and circle the helping verb!

1. I am going hiking next Saturday.
2. My father and my brother, George, are coming with me.
3. We have gathered all the equipment we need.
4. We will walk for almost ten miles.
5. Martin would help with the decision.
6. Martin was hoping they would find the perfect dog.
7. I can whistle.
8. Can you whistle?
9. Lisa was chirping like a bird.
10. Cole is making bird sounds too.

Task 4.²²

Fill in the blanks with an appropriate verb form.

1. By the time they found him, he had.....
 - a. Died
 - b. Had died
 - c. Either could be used here
2. He many years ago.
 - a. Died
 - b. Has died
 - c. Had died
3. By that time, everybody asleep.
 - a. Was
 - b. Were
 - c. Had been
4. She told me that something to him.
 - a. Happened
 - b. Had happened
 - c. Has happened
5. I about it until you mentioned it.
 - a. Didn't think
 - b. Think
 - c. Hadn't though
6. She him at once.
 - a. Has recognized
 - b. Recognized
 - c. Had recognized

²² <https://www.englishgrammar.org/tenses-exercise-33/>.

7. I him yesterday.
- Saw
 - Have been
 - Had seen
8. He born in 1960.
- Born
 - Was born
 - Had born
9. I enough time to finish the job.
- Didn't get
 - Hadn't got
 - Gotten
10. When I arrived at the party, everybody already gone home.
- Went
 - Has gone
 - Had gone
11. I wondered who let the cat in.
- Let
 - Had let
 - Has let
12. I thought I the money.
- Sent
 - Have sent
 - Had sent

Task 5.

Underline the subject and verb in each sentence. If the subject is understood, write it in parentheses.

- The cat ran away with the hat
- Where is the cat going with the hat?
- The man with the funny hair is going to find that silly cat.

4. Those claws are sharp.
5. Watch out for that cat's claws!

Task 6.

Identify the word in boldface as an action verb (AV) or a helping verb (HV)

1. The girl_____jumped in the lake.
2. She was swimming to cool off.
3. The lake may be freezing cold at this time of year.
4. Tomorrow, we might go to an amusement park.
5. I dislike roller coasters intensely.

Task 7.

Draw one line under the subject and two lines under the verb!

1. The ripening tomatoes glistened on the
2. Sunny windowsill.
3. Acupuncture reduces the pain of my headaches.
4. Elena twisted a strand of hair around her fingers.
5. My brother built his bookshelves from cinder blocks and wood planks.
6. A jackrabbit bounds up to fifteen feet in one leap.
7. The singer's diamond earrings sparkled in the spotlight.
8. My roommate crashed his car on the icy highway.
9. On St. Patrick's Day, our neighborhood tavern serves green beer.
10. My six-year-old brother survives on a diet of peanut butter and jelly.
11. During my parent's divorce, I felt like a rag doll being torn between two people

Task 8.

Identify the compound subjects or verbs !

1. My best friend and his wife came to dinner.
2. Coffee, tea, and cookies were served.
3. He praised and rewarded my efforts.
4. A fool and his money are soon parted.
5. Many people love and honor their roots.
6. I came and saw and conquered.
7. Fair weather and good company make the time fly.

Task 9.

Draw a single line under subjects and a double line under verbs.

Cross out prepositional phrases as necessary to find the subjects.

1. A thick layer of dust covers the top of our refrigerator.
2. In June, sagging Christmas decorations were still hanging in the windows of the abandoned house.
3. The people in the all-night coffee shop seemed weary and lost.
4. Every plant in the dim room bent toward the small window.
5. A glaring headline about the conviction of a local congressman attracted my attention.
6. Two of the biggest stores in the mall are going out of business.
7. The battery tester's tiny red lights suddenly started to flicker.
8. A neighbor of mine does all her work at home and e-mails it to her office.

CHAPTER 4

ADJECTIVES

Goal:

Students are able to know, understand, comprehend and apply adjectives in writing and speaking

A. WARMING UP

In each sentence, circle the adjective that describes the underlined noun.

1. Leroy and Jenna walked up to an old castle.
2. Maddie put the golden key in the lock.
3. Today is the fifth day of January.
4. Patricia played beautiful music on her guitar.
5. Has anyone read Caitlyn's latest story?
6. The sly fox outsmarted the chicken.

Adjectives modify nouns and pronouns. Most adjectives answer the questions.²³

What kind? Which one? And How many?

- a) Adjectives answering the *What kind?* question are descriptive. They tell the quality, kind, or condition of the nouns or pronouns they modify.
- b) Adjectives answering the *Which one?* Question narrow or restrict the meaning of a noun. Some of these are pronouns that become adjectives by function.
- c) Adjectives answering the *How many?* question are, of course, numbering words. Examples;
three dollars

²³ Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

The words *a*, *an*, and *the* are adjectives called *articles*. As “noun indicators,” they point out persons, places, and things.

B. FORMATION OF ADJECTIVES²⁴

1. What an adjective is and what it does

An adjective describes the person, thing, etc which a noun refers to. We use adjectives to say what a person, etc is like or seems like. For example, adjectives can give us information about

Quality *a **beautiful** dress a **nice** day*

Size *a **big** car a **small** coin a **tall** man*

Age *a **new** handbag a **young** man*

Temperature *a **cool** evening a **hot** day*

Shape *a **round** table a **square** box*

Colour ***blue** eyes **grey** hair a **white** horse*

Origin *a **Japanese** camera a **Swiss** watch*

An adjective can also describe the idea(s) contained in a whole group of words, as in

*Professor Roberts lecture on magnetism was **fascinating***

*To maintain that we can survive a nuclear war is **absurd***

Many adjectives can answer the question *What like?* and, depending on context, can give general or precise information.

*What's Tom like (to look at)? - He's **dark/short/tall***

2. The suffixes and prefixes of one-word adjectives

Some words function only as adjectives (*tall*). Others function as adjectives or nouns (*cold*). Many adjectives which are related to verbs or nouns have a characteristic ending (or **suffix**). For example,

²⁴ Alexander, *Longman English Grammar*.

able added to a verb like *en\oy* gives us the adjective *enjoyable*, *ful* added to a noun like *truth* gives us the adjective *truthful* For further examples.

Present participle *ing* forms often function as adjectives
(*running water*)

C. THE FORMATION OF COMPOUND ADJECTIVES²⁵

Compound adjectives are often written with hyphens. Some of the commonest types are;

1. Compound adjectives formed with participles, etc.

- compounds formed with past participles
e.g. a ***candle-lit*** table a ***horse-drawn*** cart a ***self-employed*** author a ***tree-lined*** avenue .
- compounds formed with present participles e g a ***long-playing*** record a ***long-suffering*** parent a ***time-consuming*** job
- *-ed* words that look like participles although they are formed from nouns e g *cross eyed flat chested hard-hearted open-minded quick-witted slow footed*

2. Compound adjectives of measurement, etc.

Cardinal numbers combine with nouns (usually singular) to form compound adjectives relating to time measurement etc. e.g

- Age a ***three-year-old*** building a ***twenty-year-old*** man
- Area/volume, a ***three-acre*** plot a ***two-litre*** car
- Duration a ***four-hour*** meeting a ***two-day*** conference
- Length/depth a ***twelve-inch*** ruler a ***six-foot*** hole
- Price a ***\$50*** dress a ***£90,000*** house
- Time/distance a ***ten-minute*** walk a ***three-hour*** journey
- Weight a ***ten-stone*** man a ***five-kilo*** bag of flour

²⁵ Ibid.

- Ordinal numbers can be used in compounds e.g. a ***first-rate*** film a ***second-hand*** car a ***third-floor*** flat a ***nineteenth-century*** novel

3. Compound adjectives formed with prefixes and suffixes

Compounds can be formed from a variety of prefixes and suffixes e.g. *class-conscious tax-free loose-fitting waterproof fire resistant car-sick tight lipped vacuum sealed airtight* Many compounds can be formed with *well* and *badly* -*behaved built -done -paid* etc Similarly *///* and *poorly* combine with some past participles -*advised -educated informed paid* etc

D. TYPES OF ADJECTIVES AND THEIR USES²⁶

1. Form and use of adjectives

An adjective never varies in form no matter whether it refers to people or things etc in the singular or plural.

singular:

a tall man - Bob is tall - He is tall - He is a tall man

a tall woman - Maggie is tall - She is tall - She is a tall woman

plural:

tall men - Bob and Jim are tall - They are tall - They are tall men

tall women- Mary and Ann are tall - They are tall - They are tall women

2. Gradable and non-gradable adjectives

Adjectives can be divided into two classes: a large class of words which can be graded (gradable adjectives) and a small class that cannot be graded (non-gradable adjectives). An adjective is **gradable** when:

²⁶ Ibid.

- we can imagine degrees in the quality referred to and so can use it with words like *very, too, and enough*- *very good too good, less good not good enough*, etc.
- we can form a comparative and superlative from it (*big*) *bigger, biggest, (good) better, best*, etc.

An adjective is **non-gradable** when:

- we cannot modify it (i.e. we cannot use it with *very too*, etc

3. Some problems for the learner in the use of adjectives

Relation to the following characteristics of adjectives in English:

- they do not vary in form to 'agree' with nouns:
*a **tall** man/woman'tree, **tall** men'women/ trees*
- they generally precede nouns when used attributively:
*a **cool** drink, a **long** day a **pretty** dress*
- when used attributively, they nearly always combine with a noun or with *one/ones*. So we must use a noun in expressions like *You poor thing' You lucky girl'* .
a young man a one-eyed man.
- the verbs *be seem*, etc. combine with adjectives like *afraid, cold hot hungry lucky, right sleepy thirsty, unlucky, wrong*, where in some European languages such words are used as nouns after *have*, or an idea can be expressed by a verb. So, in English, depending on context, *she is cold* may relate to temperature (i.e. *not warm*) or attitude (i.e. *not friendly*)- Nor do adjectives like *cold hot*, etc. combine with *make* to refer to the weather:
It (i.e. the weather) is cold/ hot/ windy

4. Attributive and predicative adjectives

The terms **attributive** and **predicative** refer to the position of an adjective in a phrase or sentence. We say that an adjective is attributive or is used attributively when it comes before a noun (and is therefore part of the **noun phrase**:

*an **old** ticket a **young** shop-assistant he is an **old** man*

We say that an adjective is predicative or that it is used predicatively when it comes directly after *be seem*, etc. It can be used on its own as the **complement**:

*This ticket is **old** Your mother **seems angry** For predicative adjectives after verbs other than *be seem* etc: *turn yellow**

EXERCISE 1,2, & 3²⁷

Task 1.

Circle the adjective that makes more sense in the sentence.

1. I often go to a **green/late** movie.
2. Their **little/right** boy is six years old.
3. The **wrong/young** teacher is very smart.
4. We took the **fast/loose** train to New York.
5. The **old/funny** story made me laugh.
6. Do you know that **handsome/early** man?
7. She had an **early/careless** breakfast.
8. I saw the **long/terrible** accident.
9. The new house has **boring/white** doors.
10. The **green/short** boy is my cousin.

Task 2.

Look at the example sentences. Change each sentence so that the adjective follows the predicate.

EXAMPLE: The white house is on the hill.

The house on the hill is white.

1. The sad song was from Mexico.
-

²⁷ Swick, *Practice Makes Perfect English Grammar for ESL Learners*.

2. The funny story is about a clown.

3. The careless waiter is out of work.

4. The ugly snake is from Egypt.

5. The beautiful woman is from Spain.

Task 3.

Fill in the blank with any adjective that makes sense. You may choose from the list given at the beginning of the unit.

1. David wrote a _____ poem for her.
2. Do you like the _____ cake?
3. I cannot find an _____ book.
4. Where does the _____ lawyer live?
5. Marisa needs a _____ job.
6. The _____ man found a wallet
7. Kareem is a _____ friend of mine.
8. There is a _____ test tomorrow.
9. When can you come to our _____ farm?
10. That is a _____ question.

Task 4.²⁸

Fill in the blanks with an appropriate adjective.

1. My sister is a journalist.
 - a. elder
 - b. Older
 - c. Either could be used here

²⁸ <https://www.englishgrammar.org/category/adjectives/>

2. He is the oldest member of the club.
 - a. Oldest
 - b. Eldest
 - c. Either could be used here
3. She was happy when she got the job but two weeks later she was fired.
 - a. later
 - b. latter
 - c. either could be used here
4. She could become an actor or a model – she chose the latter option.
 - a. later
 - b. latter
 - c. either could be used here
5. She is still on good terms with her former boyfriend.
 - a. former
 - b. then
 - c. either could be used here
6. I cannot walk any farther / further.
 - a. farther
 - b. further
 - c. either could be used here
7. They refused to give any further details.
 - a. farther
 - b. further
 - c. either could be used here
8. There were fewer applicants than expected.
 - a. fewer
 - b. less
 - c. lesser

9. I have little interest in politics.
- a. little
 - b. less
 - c. lesser
10. He earns less money than his wife.
- a. Less
 - b. Few
 - c. lesser

CHAPTER 5

ADVERBS

Goal:

Students are able to know, understand, comprehend and apply adverbs in writing and speaking

A. WARMING UP²⁹

Name _____ Date _____

Adventurous Adverbs

Think of five adventurous adverbs that describe the verb shown in the picture.

played



Five empty rectangular boxes are arranged around the central image, connected by lines, for students to write adverbs.

tesresources

²⁹ <https://www.google.com/search?q=adverb+task+using+picture>

B. WHAT IS ADVERBS

Learn this concept!³⁰

Adverbs modify verbs, adjectives, and other adverbs. Adverbs answer the questions

How? Where? When? and To what degree?

Examples;

Modifying Verbs: They did their work quickly

v

adv

Modifying Adjectives: They were somewhat happy.

adv

adj

Adverbs that answer the *How?* question are concerned with manner or way. Examples;

Adverbs that answer the *Where?* question show location.

Examples;

She climbed *upstairs*.

Adverbs that answer the *When?* question indicate time.

However, there are a few exceptions.

Examples;

The house provided a
lovely view of the valley.

[adjective] Your goblin
mask is *ugly*. [adjective]

The word **adverb** (ad-verb) suggests the idea of adding to the meaning of a verb. This is what many adverbs do. They can tell us something about the action in a sentence by **modifying** a verb, i.e. by

³⁰ Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

telling us how, when, where, etc. something happens or is done:
*Paganini played the violin **beautifully*** (How did he play?)³¹

However, adverbs can also modify:

- adjectives: **very** good, **awfully** hungry
- other adverbs: **very** soon **awfully** quickly
- prepositional phrases: *You're **entirely** in the wrong*
- complete sentences: **Strangely enough** *I won first prize*
- nouns: *The man **over there** is a doctor*

Adverbs can be single words (*slowly*) or phrases (*in the garden*) and the term **adverbial** is often used to describe both types. Adverbs are not always essential to the structure of a sentence, but they often affect the meaning. Compare:

*Dons has left Dons has **just** left*

*I have finished work I have **nearly** finished work*

Sometimes adverbs are essential to complete a sentence:

- a. after some intransitive verbs such as *lie, live, sit*, etc
- b. after some transitive verbs (e.g. *lay place put*) + object: *He put his car **in the garage***

C. HOW TO IDENTIFY AN ADVERB

1. One-word adverbs ending in '-ly'

A great many adverbs, particularly those of manner, are formed from adjectives by the addition of -/y: e.g. *patient patiently*. Some adverbs of frequency are also formed in this way: e.g. *usual usually*, as are a few adverbs of degree: e.g. *near, nearly*. Many viewpoint adverbs end in -ly: e.g. *fortunately*.

³¹ Alexander, *Longman English Grammar*.

2. One-word adverbs not ending in '-ly'

Many adverbs cannot be identified by their endings. These include adverbs of manner which have the same form as adjectives, e.g. *fast*; adverbs of place {*there*}; of time {*then*}; of frequency {*often*}; viewpoint adverbs {*perhaps*} and connectives (however).

3. Adverbial phrases

Adverbial phrases of manner, place and time are often formed with a preposition + noun: *in a hurry*, *in the garden*, *at the station*. Other examples of adverbial phrases: *again and again* (frequency); *hardly at all* (degree); *very much indeed* (intensifying); *as a matter of fact* (viewpoint); *in that case* (connective).

4. Adverb particles

Certain words, such as *in*, *off*, *up*, function either as prepositions or as adverb particles. When such words are followed by an object, they function as prepositions; when there is no object, they are adverb particles:

preposition: *The children are **in the house***

adverb: *The children have just gone **in***

D. ADVERB OF MANNER

1. Spelling and form of adverbs ending in '-ly'

There are some ways;

- Add *-ly* to an adjective
- Add *-ly* to an adjective
- Compare: vowel + y
- Delete -e and add *-ly* for endings in *-le*
- Adjectives ending in *-ic* take *-ally*
-

Note:

- a. Most adverbs of manner are formed by adding *-ly* to adjectives, e.g. *mad/madly*, *plain/plainly*, *sudden/suddenly*. This applies to adjectives ending in *-l* so that the *l* is doubled: *beautiful/beautifully*, *musical/musically*. But note: *full/fully*
- b. *-y* after a consonant becomes *-i/y*. e.g. *busy/busily*, *funny/funnily*. Sometimes two formations are possible, e.g. *dry/driely/dryly*, but in e.g. *shy/shyly*, *-yly* is the acceptable form.
- c. Delete *-e* and add *-(l)y* if an adjective ends in *-te* e.g. *able/ably*, *nimble/nimbley*, *possible/possibly*, *whole/wholly*. Other adjectives ending in *-e* retain the *-e* when adding *-ly*: *extreme/extremely*, *tame/tamey*. Exceptions: *due/duly* and *true/truly*.
- d. Adjectives ending in *-ic* take *-ally*: e.g. *basic/basically*, *systematic/systematically*. Common exception: *public/publicly*. Some *-ly* adverbs (relating to manner/frequency) have the same form as adjectives: e.g. *daily*, *weekly*, *monthly*, *quarterly*, *yearly*

I receive quarterly bills I pay my bills quarterly *Early* can be used as an adjective or an adverb, but unlike e.g. *week/weekly* is not formed from another word

/ hope to catch an early train I want to arrive early

2. Suffixes other than *-ly* used to form adverbs of manner. A few other suffixes can be added to adjectives (and to some nouns and adverbs) to form adverbs of manner (or in some cases direction).
3. Adverbs of manner with dynamic and stative verbs. Most adverbs of manner naturally refer to action verbs (*laugh loudly*, *perform badly*, *drive carefully*, etc.) A smaller number of adverbs can also refer to stative verbs (e.g. *understand perfectly*, *know well*) *I hear very badly*
4. Prepositional phrases used adverbially. When there is no *-ly* adverb for what we want to say, we have to use an adverbial

phrase beginning with a preposition to refer to 'means' or 'method'

5. '-ly'adjectives and equivalent adverbial forms.
6. Adjectives/adverbs: same form, same meaning. Some words can be used as adjectives or as adverbs of manner. without adding *-ly*
fast hard, etc

A fast (adjective) *tram is one that goes fast* (adverb)

/ work hard (adverb) *because I enjoy hard* (adjective) work

7. Adverbs with two forms. Some adverbs have two forms which may have the same meaning and different meanings
8. Adverbs differing in meaning from corresponding adjectives

Adverbs of manner: after the object or after the verb. The most usual position of adverbs of manner is after the object or after the verb. One-word adverbs of manner can sometimes go between the subject and the verb (This rarely applies to adverbial phrases) If we wish to emphasize the subject of the verb. In narrative writing (but not normally in speech) sentences can begin with adverbs of manner, such as *gently quietly slowly suddenly* We do this for dramatic effect, or to create suspense Such adverbs are followed by a comma

E. ADVERBS OF PLACE

1. How to identify adverbs of place

Adverbs of place may be

- words like *abroad ahead anywhere'everywhere nowhere somewhere ashore away back backwards/forwards here/ there left right north south upstairs'downstairs* .
- words like the following, which can also function as prepositions: *above behind below beneath underneath*
- two words combining to emphasize place, such as *down below down up there far ahead far away over here over there*

Prepositional phrases often function as adverbials of place e.g. *at my mother's from New York in hospital on the left*

2. Position of adverbs of place

Adverbs of place never go between subject and verb.

- Adverbs of place: after manner but before time

When there is more than one kind of adverb in a sentence, the usual position of adverbs of place is after manner, but before time (following a verb or verb + object)

	manner	place	time
<i>Barbara read</i>	<i>quietly</i>	<i>in the library</i>	<i>all afternoon</i>

However, adverbs of direction can often come after movement verbs {*come drive go*) and before other adverbials

/ went to London (direction) *by train* (manner) *next day* (time)

If there is more than one adverb of place then 'smaller places' are mentioned before 'bigger places' in ascending order

- Adverbs of place: beginning a sentence

If we wish to emphasize location (e.g. for contrast), we may begin with an adverb of location especially in descriptive writing

Indoors *it was nice and warm* ***Outside*** *it was snowing heavily*

To avoid ambiguity, the initial position is usual when there is more than one adverbial of place

On many large farms *farm workers live* ***in tied cottages***

F. ADVERBS OF TIME

1. How to identify adverbs of time.

Adverbs and adverbial phrases of time can refer to **definite time**, answering questions like *When (exactly)?* E.g. *I'll see you tomorrow/on Monday.*

Other adverbials refer to **indefinite time**, i.e. they do not answer time questions precisely

*He doesn't live here **now/any more***

Some time adverbs can also act as nouns.

***Tomorrow** is Tuesday isn't it?*

2. Adverbs of definite time.

Adverbs of definite time answer the question *When?* and are generally used with past tenses, or refer to the future

*/ started my job **last Monday** I'll ring **tomorrow***

Two main categories can be defined

- 'Points of time' such as *today tomorrow yesterday*. These can be modified by the words *early earlier late and later*.
e.g. *earlier today late later this year*
- Prepositional phrases which function as adverbials of time.
They often begin with *at in or on* e.g. *at five o'clock*

3. Position of adverbs of definite time

The most usual position is at the very end of a sentence.

*We checked in at the hotel **on Monday/yesterday** etc*

Definite time references can also be made at the beginning

***This morning** I had a telephone call from Sheila*

If there is more than one time reference we usually progress from the particular to the general i.e. time + day + date + year

*Gilbert was born **at 11.58 on Monday November 18th 1986***

4. Position of adverbs of indefinite time

The following usually come at the end of a sentence although they can also come before the verb and (usually to focus interest or for contrast) at the beginning of a sentence *afterwards eventually formerly immediately lately once presently recently soon subsequently suddenly then ultimately*

*I went to Berlin **recently** I **recently** went to Berlin*

Recently *I went to Berlin It was very interesting.*

When the verb is *be* these adverbs usually come after it.

*/ was **recently** in Berlin*

Early and *late* come at the end of a sentence or clause

*We arrived at the airport too **early/late** for our flight*

Another day/time one day (referring to past or future) *some day* (referring to future) can come at the beginning or the end

Some day *III tell you III tell you **some day***

Some adverbs of indefinite time can be modified with *only* (*only just only recently*) or with *very* (*very early very recently*)

G. ADVERBS OF FREQUENCY

These adverbs fall into two categories **definite frequency** and **indefinite frequency** Both kinds of adverbs answer *How often?* These include words and phrases like the following

- *once twice three'several times (a day week month year, etc)*
- *hourly/ daily weekly/ 'fortnightly/ monthly/ yearly annually*
- *every + e g day/ week/ month/ year + morning afternoon evening night*
and in combinations like *every other day every 3 years every few days every third (etc) day*
- *on + Mondays Fridays weekdays, etc*

These adverbials usually come at the end of a sentence

*There s a collection from this letter box **twice daily***

Some of them can also begin a sentence, just like adverbs of time
This may be necessary to avoid ambiguity

Once a month *we visit our daughter who s at Leeds University*
avoids the ambiguity of

*We visit our daughter who s at Leeds University **once a month***

The -ly adverbs (*hourly daily* etc) are not normally used to begin Sentences.

Adverbs of indefinite frequency give general answers to *How often?* Here are some of the most common, arranged on a 'scale of frequency'

- *always* (i e 'all of the time')
- *almost always nearly always*
- *generally normally regularly usually*
- *frequently often*
- *sometimes occasionally*
- *almost never hardly ever rarely scarcely ever seldom*
- *not ever never* (i e 'none of the time')

Negative frequency adverbs (*almost never*, etc above) cannot be used with *not*

/ ***hardly ever see*** Brian *these days* (Not */ ***don't hardly ever***")

The following can be intensified with *very frequently occasionally often rarely regularly* **and** *seldom* **But note that** *very occasionally* means 'not very often'

*We only have dinner parties **very occasionally** these days*

The following can be modified by *fairly* and *quite frequently often* **and** *regularly*

Other adverbials that suggest indefinite frequency are *again and again at times every so often (every) now and again from time to time (every) now and then*, **and ordinary -ly adverbs such as** *constantly continually continuously repeatedly*.

H. FOCUS ADVERBS

1. The use of adverbs when 'focusing'

Adverbs such as *even just merely only, really* and *simply* can precede the word they qualify to focus attention on it. Others, like *too* and *as well*, focus our attention by adding information.

2. The position of 'even' and 'only'

The position of some adverbs such as *even* and *only* is particularly flexible, conveying slightly different meanings according to where they are placed. A few examples are:

- ***Even* Tom knows that 2 and 2 make 4 (i.e. although he's stupid)**
- Tom ***even*** knows that 2 and 2 make 4 (i.e. of the many things he knows)
- ***Only* Tom knows the answer (i.e. nobody else does)**
- Tom knows ***only*** half of it (i.e. nothing else)
- Tom ***only*** met Helen (i.e. no one else)

TASK 1³²

Fill in the blanks with an appropriate adverb.

1. She worked and passed the examination.
 - a. hard
 - b. hardly
2. We see a lion.
 - a. rarely
 - b. scarcely
3. He narrated the incident in
 - a. detail
 - b. details

³² <https://www.englishgrammar.org/category/adverbs/>

4. He often comes to school.
 - a. late
 - b. lately
5. I really feel about it.
 - a. badly
 - b. bad
6. He is rich.
 - a. very
 - b. much
7. The journey was uncomfortable.
 - a. rather
 - b. fairly
8. The lecture was boring
 - a. fairly
 - b. rather
9. Hardly had any rest for weeks.
 - a. have I
 - b. I have
10. He is getting day by day.
 - a. well
 - b. better

Task 2.³³

Change the adjective in parentheses to an adverb. Place it appropriately in the sentence.

1. My sister walked into the room. (timid)
-

³³ Swick, *Practice Makes Perfect English Grammar for ESL Learners*.

2. We sat down next to the bed. (quiet)

3. Harvey spoke angrily to the man. (rather)

4. The children entered the classroom. (noisy)

5. He said that my story was boring. (too)

6. She talked to the little girl. (harsh)

7. Julia followed the pretty girl. (home)

8. My uncle is a smart man. (very)

9. My cousin plays the piano. (good)

10. The animal stared into my face. (cold)

Task 3.³⁴

Using the adverbial phrases in parentheses, write appropriate sentences.

1. (very neatly)

2. (well)

3. (sadly)

³⁴ Ibid.

4. (too)

5. (rather quickly)

6. (yesterday)

7. (never)

8. (quite strongly)

9. (too carelessly)

10. (so beautifully)

Task 4.³⁵

Circle the adverb that describes the verb.

1. My grandpa snored loudly.

2. Chloe played on the beach yesterday.

3. I will visit my friend tomorrow.

4. George, will you come here?

5. My sheepdog sat lazily in the pool.

³⁵https://www.superteacherworksheets.com/grammar/adverbs_WBQBQ.pdf?up=1466611200

6. Neil slowly placed a card on the card house.

7. Neil stopped suddenly and listened.

8. Nathan stamped his feet angrily.

9. I carefully glued the last piece onto the model.

10. Sam accidentally slipped on the ice.

11. Yesterday, they played a game.

12. The truck grumbled loudly.

13. We will go to the concert soon.

14. Jen waited patiently for the computer to load.

15. Kayla finally arrived at the park.

16. My mother nicely reminded me to do my homework.

17. The astronaut easily fixed the problem.

18. I usually hug my mother when I get home.

19. My dog always barks.

20. Peter neatly wrote a shopping list.

Review Exercise!³⁶

A. Identify the adverb in each sentence and underline it.

2. They swim slowly.
3. Mr. Miller cooks the meal well.
4. I almost fell down the stairs!
5. Dinner is nearly ready.
6. Anna really loves her family.
7. When is the test?
8. He eats breakfast early.
9. I read books quickly.
10. The sun shines brightly.
11. Do I write well?

B. Determine whether the word in red type is an adverb or an adjective. Write **adv** if it is an adverb or **adj** if it is an adjective.

1. Shadow is a **cute** dog. _____

³⁶ Gabriele Stobbe, *Just Enough English Grammar Illustrated* (New York: McGraw Hill, 2008).

2. She is **very** happy. _____
3. We ask **many** questions. _____
4. Ben **really** likes to surf! _____
5. **Where** does he study? _____
6. He talks **more** loudly. _____
7. The directions are **clear**. _____
8. Susan is swimming **now**. _____

CHAPTER 6

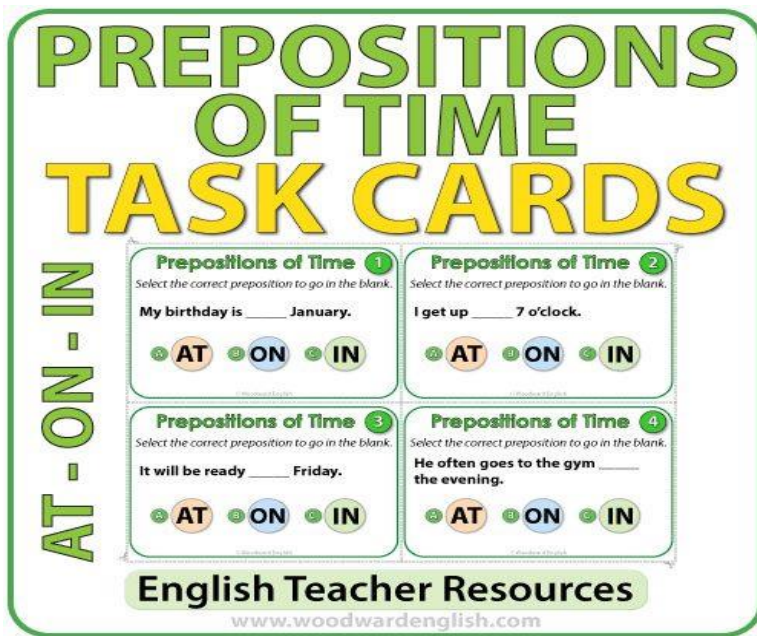
PREPOSITION

Goal:

Students are able to know, understand, comprehend and apply preposition in writing and speaking

A. WARMING UP³⁷

Learn this picture and giving your suggestion about it!



³⁷ <https://www.woodwardenglish.com/resources/prepositions-time-task-cards/>

B. What is Preposition

A preposition is a word or group of words that functions as a connective. The preposition connects its object(s) to some other word(s) in the sentence. A preposition and its object(s)—usually a noun or pronoun—with modifiers make up a prepositional phrase, which will function as an adjective or adverb.

Examples;

Bart worked against great odds.

Everyone in his household cheered his effort.

A storm is forming on the horizon.

Some of the most common prepositions are the following:

about	before	but	into	past
above	behind	by	like	to
across	below	despite	near	toward
after	beneath	down	of	under
against	beside	for	off	until
among	between	from	on	upon
around	beyond	in	over	with

A **preposition** connects a certain word in a sentence to a noun or pronoun. But the meaning of prepositional phrases (preposition followed by a noun or pronoun) is varied. They tell where, when, why, how, or whose. Look at these examples:³⁸

where = in the garden

when = until Monday

³⁸ Swick, *Practice Makes Perfect English Grammar for ESL Learners*.

why = because of the bad weather

how = by train

whose = of the bride

Here is a list of some commonly used prepositions.

about	behind	for	since
above	below	from	through
across	beside	in	to
after	between	of	under
along	by	off	until
around	despite	on	up
at	down	out	with
before	during	over	without

Compound prepositions consist of more than one word: along with, because of, due to, in spite of, on account of, next to, on top of, together with, and so on.

When a noun is used in a prepositional phrase, it does not change. But most pronouns do:

I _ with me we _ from us

you _ to you they _ for them

he _ by him the boys _ to the boys

she _ without her a girl _ after a girl

it _ on it my keys _ over my keys

A *preposition* is a word or group of words that is placed before a noun or a pronoun to show a relationship in a sentence.

Example: Fred is **inside the food cart**.

The word **inside** is a preposition. It shows the relationship between Fred and the cart.

Example: The food cart sits **on top of the road**.

The words **on top of** function as a preposition and show the relationship between the food cart and the road.

Example: Fred's Foods opens today **at 9:00 a.m.**

The word **at** is a preposition and shows the relationship between Fred's Foods and 9:00 a.m.

As we explore the next section, you will see that each preposition shows a slightly different type of relationship.

C. WHAT PREPOSITIONS EXPRESS

Here is some of the prepositions;

- **Around** the pool
- **on top of** the locker
- **to, into** the locker room
- **at** 10:20 a.m.
- **in** the United States
- **on** Monday

A closer look at these prepositions indicates that some prepositions express direction or movement. Other prepositions express location or time.

In this section, examples will help you learn how to distinguish between these three categories: *direction* or *movement*, *location*, and *time*. Note that the same preposition can be used in more than one category.

Direction or Movement

Example: Andy walks into the locker room.
 Andy walks out of the locker room.

The prepositions into and out of often express direction or movement of someone or something, usually from one place to

another The question words where and to where can help you identify prepositions that express direction or movement.

Location

Examples;

Joey sits under the umbrella.

The pep rally is in the school

The preposition in often describes a location. Use in when the meaning is within. Place can refer to specific locations, such as *at your house*, or it can refer to a surface, such as *on top of the road*. The question word where can help you identify prepositions that express a location or a place.

Time

Examples;

My birthday is on Easter.

The pool opens at 9:00 a.m.

The preposition at can be used to express both an event in time and time shown on a clock. The most common prepositions referring to time are in, at, and on. Other examples are *Graduation is in May* and *The party takes place on Saturday*. Use the question word when to identify prepositions that express time.

D. FREQUENTLY USED PREPOSITIONS

There are a great many prepositions. Only a few of the most common prepositions are shown in the list below.

1. across

2. after
3. at
4. before
5. behind
6. down
7. for
8. from
9. in
10. inside
11. into
12. near
13. of
14. off
15. on
16. out
17. out of
18. over
19. to
20. with

Prepositions can take the form of a single word. At, in, out, and for are some examples of *single-word prepositions*. Multiple-word prepositions are called *compound prepositions*. Out of, in front of, and across from are examples of prepositions that are composed of more than a single word.

E. PREPOSITIONAL PHRASES WITH NOUNS AND PRONOUNS

A *prepositional phrase* consists of two distinct parts. The first part is the preposition itself. The second part, which follows the preposition, is a noun or pronoun that is called the *object of the*

preposition. Together, these two parts form what is called a *prepositional phrase*.

Prepositional Phrases with Nouns

Example:

Susan swims **with Jake**

In this example, **with Jake** is a prepositional phrase. The preposition **with** is a single-word preposition. It is followed by the noun **Jake**. **Jake** is called the object of the preposition.

A noun does not change in form when it becomes an object of a preposition.

A preposition and the object of the preposition form a *prepositional phrase*

Example:

The balls are **on top of the locker**.

The preposition **on top of** is a compound preposition composed of three words. The noun **locker** represents the object of the preposition. By combining the preposition **on top of** with the object noun **the locker**, you form a prepositional phrase

Prepositional Phrases with Pronouns

In this example, the preposition **with** is followed by the object pronoun **him**. A pronoun used as the object of a preposition must be an *object pronoun*; it cannot be a subject pronoun.

In the chart below, subject pronouns are listed on the left, and object pronouns are listed on the right. When you want

to use a pronoun as the object of a preposition, you must choose it from the object pronouns in the chart on the right.

Using Object Pronouns

In order to form a correct prepositional phrase with a pronoun, you must be able to recognize and use object pronouns. To help you identify an object pronoun, try placing the preposition **with** before a pronoun to see if it makes sense. Using **with** before **he** does not make sense. You must select an object pronoun, in this case, the pronoun **him**. Any object pronoun listed on the chart above can be combined with a preposition.

Example:

Susan swims **with him**.

Subject Pronouns

Singular

I

You

He

She

It

Plural

we

you

they

Object Pronouns

singular

me

you

him

her

it

Plural

us

you

them

Using Object Pronouns

In order to form a correct prepositional phrase with a pronoun, you must be able to recognize and use object pronouns. To help you identify an object pronoun, try placing the preposition **with** before a pronoun to see if it makes sense. Using **with** before **he** does not make sense. You must select an object pronoun, in this case, the pronoun **him**. Any object pronoun listed on the chart above can be combined with a preposition.

Task 1.

Fill in the blanks with an appropriate preposition.

1. Don't make a such a bother which dress to wear.
 - a. over
 - b. about
 - c. with
2. The ship sank the bottom.
 - a. in
 - b. at
 - c. to
3. She spanked the boy his bottom.
 - a. in
 - b. at
 - c. on
4. In olden days the poor had to depend the parish's bounty.
 - a. with
 - b. on
 - c. over
5. He was punished a boyish prank.
 - a. with
 - b. for
 - c. to
6. The typist botched the work and had to start
 - a. on
 - b. over
 - c. out
7. The guest speaker turned to be a deadly bore.
 - a. out
 - b. up
 - c. in

8. The policemen showed great bravery
the face of danger.
 - a. at
 - b. in
 - c. on
9. We were stunned the breadth of the
mountain range.
 - a. by
 - b. with
 - c. of
10. Mosquitoes breed stagnant water.
 - a. on
 - b. in
 - c. into
11. A storm is brewing the horizon.
 - a. on
 - b. over
 - c. at
12. Her bridal gown was pure silk.
 - a. from
 - b. up
 - c. of

Task 2.³⁹

Fill in the correct prepositions.

about –at –by–for –from –in –of –on –to –with

1. She learned Russian _____ the age of 45.
2. The book was written _____ Mark Twain.
3. I'll show you the picture _____ the palace.
4. We can only get to the camp _____ foot.

³⁹ <https://www.english-grammar.at/worksheets/prepositions/prep1.pdf>

5. He reminds me _____ his old history teacher.
6. What are you talking _____ ?
7. _____ the end of next year we will have made over £100,000.
8. She always gets up early _____ the morning and goes to bed late _____ night.
9. I went to work _____ Tuesday but I didn't go _____ Friday.
10. You'll have to wait. He'll be with you _____ a minute.
11. Philip waited _____ her at the movie theatre.1
12. He started learning English _____ 2005.
13. You have to pay _____ the tickets on the day you order them.
14. We are very proud _____ this company.
15. It's very kind _____ you to help us.
16. The old man suffered _____ a heart attack.
17. Please write _____ pencil.
18. It's _____ time you told him the truth.
19. The manager didn't take part _____ the discussion.
20. He's very good _____ telling jokes.
21. I'll see you _____ the conference
22. We sat down _____ the grass and ate our lunch.
23. My parents got married _____ the 1970s.
24. There's a good restaurant _____ the end of the street.
25. We usually have turkey _____ Thanksgiving.
26. I would like to travel _____ Italy next summer.
27. I took a plane _____ Munich to Rome.
28. I'd like to speak _____ the manager please.
29. I don't usually feel tired _____ the morning.
30. My mother is abroad so my dad is taking care _____ us _____ the moment.
31. Sonja gets _____ the seven o'clock bus in the morning.
32. She always looks _____ herself in the mirror.

33. I met Donna _____ a party _____ Friday night.
34. My friend always borrows money _____ me.
35. Daria's books are lying _____ the floor.
36. He arrived at the school building just _____ time.
37. The audience threw tomatoes _____ him.
38. Passengers are not allowed to use cell phones _____ airplanes.
39. He is responsible _____ what he does.
40. I'm sorry _____ the job you didn't get.
41. I'm very bad _____ mathematics.
42. We had to climb slowly _____ the hill.
43. He is always _____ time.
44. How many people are _____ your team?
45. A university is where you study _____ a degree.
46. Her next birthday will be _____ a Sunday.
47. The new factory is expected to go online _____ May.
48. Many of us eat _____ fork and spoon.
49. We have been searching _____ a web designer for a few weeks now.
50. The TV is _____ the corner of the room.

Task 3.⁴⁰

Change the noun phrase in the prepositional phrase to the appropriate pronoun. Keep the same number and gender.

1. The man next to Jordan is a senator.

⁴⁰ Swick, *Practice Makes Perfect English Grammar for ESL Learners*.

2. Did they leave after the play?

3. Evan was dancing with his aunt.

4. Why did you leave the house without your wallet?

5. Are there washers and dryers in the apartments?

6. Juan had some nice wine for his guests.

7. The man with Yvette is her new boyfriend.

8. A large bear was coming toward the man.

9. The letter from my parents made me very happy.

- 10.** In spite of all her problems, Tonya went on smiling

Review Exercises⁴¹

A. Underline the prepositions in the following sentences.

1. The book is on the shelf.
2. She gardens in the morning.
3. He does not walk to school.
4. Anna swims in the pool.
5. School starts at 8:00 a.m.
6. The ball goes in the net.
7. They sleep late on Saturdays.
8. She sits in the chair.
9. The plane flies over the ocean.

B. Fill in the blank with the appropriate preposition. Refer to the list of frequently used prepositions in this chapter.

1. He runs _____ the street.
2. She sleeps _____ the bed.
3. He plays _____ his friends.
4. Dinner is _____ the table.
5. They eat lunch _____ 12:00 p.m.

C. Determine whether the preposition in each sentence is a single-word or a compound preposition. Write S for a single-word preposition or C for a compound preposition.

1. The cat is on top of the chair. _____
2. Music plays on the radio. _____
3. Ben walks out of the room. _____
4. The sun sets at 7:00 p.m. _____
5. The car is in front of the house. _____
6. He drives on the road. _____
7. Susan buys gifts for her family. _____
8. Ryan sits across from Anna. _____

⁴¹ Stobbe, *Just Enough English Grammar Illustrated*.

9. Her birthday is on Friday. _____
10. The dog eats off the floor. _____

D. Each of the following sayings may or may not contain a preposition. If it contains a preposition, write that preposition in the space provided. If it does not, write *no prep*.⁴²

Samples:

Do not put all your eggs in one basket. In

The early bird catches the worm. No prep

1. A word to the wise is sufficient.

2. Do not judge a book by its cover.

3. Fools and their money are soon parted. _____
4. An apple never falls far from the tree.

5. Birds of a feather flock together.

6. A house divided against itself cannot stand.

7. Better late than never.

8. People who live in glass houses should not throw stones.

9. Do not put off until tomorrow what you can do today.

10. Necessity is the mother of invention.

⁴² Chakravarty and Boehme, *Grammar & Usage for Better Writing*.

- E. Change each sentence to a sentence that has the opposite meaning and do this by changing just one word, the *preposition*, to another preposition.

Sample:

The customer wanted coffee *with* cream.

The customer wanted coffee *without* cream

1. We waited *outside* the library.

We waited _____ the library.

2. Take one tablet *before* each meal.

Take one tablet _____ each meal.

3. Did someone run *into* the house?

Did someone run _____ the house?

4. The trip *to* school took an hour.

The trip _____ school took an hour.

5. Most of the fans were *against* us.

Most of the fans were _____ us.

- F. Find the *preposition* and the *object of the preposition*.

Samples

	PREP.	OBJ.	OF
Who was behind the wheel?	<i>Behind</i>	<i>Wheel</i>	PREP.

Because of you, we could not go.	<i>Because of</i>	<i>you</i>	
----------------------------------	-------------------	------------	--

- | | | |
|---------------------------------|-------|-------|
| 1. The story is about a teen. | _____ | _____ |
| 2. Get out of this house! | _____ | _____ |
| 3. Meet me outside the library. | _____ | _____ |
| 4. She has been sick since | _____ | _____ |

Friday.

- | | | | |
|-----|---|-------|-------|
| 5. | Wait until next week. | _____ | _____ |
| 6. | Do you want rye bread
instead of a roll? | _____ | _____ |
| 7. | Everyone agreed except
Ryan. | _____ | _____ |
| 8. | Drop the rental DVD in the
nearest return
slot. | _____ | _____ |
| 9. | Football play continued in
spite of the
snow. | _____ | _____ |
| 10. | have never seen anything
like it. | _____ | _____ |

G. Underline the prepositional phrase. Then, in the spaces at the right, enter the *preposition* and the *object of the preposition*.

Sample:

- | | PREP. | OBJ. OF
PREP. |
|---|------------|--------------------|
| I bought a ticket for the first
performance | <i>For</i> | <i>Performance</i> |
| 1. With your help we cannot fail. | _____ | _____ |
| 2. The Jacksons live above us. | _____ | _____ |
| 3. Take the train instead of the bus | _____ | _____ |
| 4. Nate swims like a fish. | _____ | _____ |
| 5. In spite of her failure, she will try
again | _____ | _____ |

CHAPTER 7

CONJUNCTION

Goal:

Students are able to know, understand, comprehend and apply conjunction in writing and speaking

A. WARMING UP⁴³

Learn this picture!



1. What do you think about conjunction?
2. What do you think about this picture?
3. What is the function of conjunction?

⁴³ <https://www.pinterest.com/pin/167407311128015307/>

B. WHAT IS CONJUNCTION?

A conjunction connects and shows a relationship between words, phrases, or clauses. A phrase is two or more words acting as a part of speech. A clause is a group of words with a subject and a verb. An independent clause can stand by itself: *She plays bass guitar*. A dependent clause cannot stand by itself: *when she plays bass guitar*. There are two kinds of conjunctions: coordinating and subordinating. Coordinating conjunctions connect words, phrases, and clauses of equal rank: noun with noun, adjective with adjective, verb with verb, phrase with phrase, main clause with main clause, and subordinate clause with subordinate clause. The seven common coordinating conjunctions are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. (An easy way to remember them is to think of the acronym FANBOYS, which is made up of the first letter of each conjunction).⁴⁴

Two Nouns: Bring a pencil and some paper.

Two Phrases: Did she go to the store or to the game?

Paired conjunctions such as *either/or*, *neither/nor*, or *both/and* are usually classed as coordinating conjunctions.

Neither the coach nor the manager was at fault.

Subordinating conjunctions connect dependent clauses with main clauses. The most common subordinating conjunctions include the following:

After	Because	Provided
Although	Before	Since

⁴⁴ Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

As	But That	So That
As If	If	Till
As Long As	In Order That	Until
As Soon As	Notwithstanding	When

Sometimes the dependent clause comes *before* the main clause, where it is set off by a comma.

Although she was in pain, she stayed in the game.

Sometimes the dependent clause comes *after* the main clause, where it usually is *not* set off by a comma.

She stayed in the game because she was needed.

Caution: Certain words can function as either conjunctions or prepositions. It is necessary to look ahead to see if the word introduces a clause with a subject and verb—conjunction function—or takes an object—preposition function. Some of the words with two functions are these: *after, for, since, until*.

After the concert was over, we went home. [clause follows—conjunction]

After the concert, we went home. [object follows—preposition]

Conjunctions join words, phrases, and sentences together. First, let's look at some of the commonly used *coordinating conjunctions*:

and, but, or, nor, for, so, and yet. Notice how they can combine words, phrases, or complete sentences:⁴⁵

⁴⁵ Swick, *Practice Makes Perfect English Grammar for ESL Learners*.

Combined Words

“Don *or* Norma”

“meat *and* potatoes”

Combined Phrases

“healthy again *yet* “

unable to work”

Combined Sentences

We remained by the fire, *but* Lance went to the park to skate.”

Correlative conjunctions are also important. They consist of a pair of words that appear in different parts of the same sentence. The most commonly used are *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also* (sometimes stated as *not only . . . also*).

Examples:

Both Yoko *and* Marco have problems.

Either you work hard *or* you leave.

Neither the boys *nor* the girls wanted to end the game.

You are *not only* a poor loser *but also* a bad soccer player.

Dependent (or subordinating) clauses consist of a subject and a verb. But these clauses usually cannot stand alone. Dependent clauses are preceded by *subordinating conjunctions* and are combined with an independent clause. The list of subordinating conjunctions is long. Here are some of the most commonly used:

after	before	since	until
although	even though	so that	when
as if	how	than	whenever
as long as	if	that	where
as though	now that	though	wherever
because	once	unless	while

Let's look at some example sentences:

- a. *After* she arrived, Alberto was the first to greet her.
- b. *Although* he was tired, he continued to run.
- c. I just don't know *how* you do it.
- d. *If* you don't pay your rent, you'll have to move.
- e. Bob doesn't know *where* she lives.

A *conjunction* is a word used to join similar elements in a sentence. These elements can be words, phrases, or sentences. The conjunctions introduced in this chapter are also called coordinating conjunctions, because they coordinate elements that are similar.

C. JOINING WORDS AND PHRASES

Here are examples that illustrate how conjunctions join words—first, nouns with nouns, and then, adjectives with adjectives.

- **and** expresses addition

The following example shows **and** used as a conjunction between two words.

Example: Anna **and** Jake

Two nouns—in this case, the names of people—are joined by the conjunction **and**, making it possible to form a sentence such as **Anna and Jake are friends.**

- **or** expresses a choice

The next example shows **or** used as a conjunction between two words.

Example: Maria **or** Anna

Two nouns are joined by the conjunction **or**, indicating a choice in a question such as **Can Maria *or* Anna come over?**

Conjunctions can be used to join adjectives as well.

Example: green **or** pink bikini

Two equal elements—adjectives—are joined by the conjunction **or**. A full sentence could read **Maria wears her green *or* pink bikini almost every day during the summer.**

In addition to joining two words of the same kind, conjunctions can also be used to join two phrases.

- **and** expresses addition

The following example shows **and** used as a conjunction between two prepositional phrases.

Example: For Jake **and** for Maria

Here, two prepositional phrases are joined by the conjunction **and**. A full sentence could read **The hula girl performed for Jake last week *and* for Maria this week.**

- **or** expresses a choice

The following example shows **or** used as a conjunction between two prepositional phrases.

Example:

Near the pool **or** in the locker room

Two prepositional phrases joined with the conjunction **or** could form the question **Is the lifesaver near the pool *or* in the locker room?**

D. JOINING SENTENCES

Conjunctions can also combine two sentences, just as they join words or phrases.

- **and** expresses addition

The following example shows **and** used as a conjunction between two sentences.

Example;

- We went to the pool
- The Miller family went to the parade
- *We went to the pool, **and** the Miller family went to the parade

In this example, two equal elements—in this case, two complete sentences—are joined by the conjunction **and**; they are now combined into a single sentence

- **but** expresses contrast

The following example shows **but** used as a conjunction between two sentences.

- All the friends came.
- Maria was not there.
- *All the friends came, **but** Maria was not there.

The conjunction **but** is also used to combine two sentences into one. However, the use of the conjunction **but** expresses contrast in the sentence, while the conjunction **and** expresses addition.

Task 1.

Combine each pair of sentences with the appropriate coordinating conjunction: and, but, or, nor, for, so, or yet.

1. That's my brother. The woman next to him is his wife.

2. We ran into the tent. Our clothes were already soaked by the storm.

3. Should we watch TV tonight? Should we go see a movie?

4. She began to cry. The book ended so sadly.

5. I hurried as fast as I could. I arrived home late as usual.

6. The red car was already sold. Kim bought the blue one.

7. Our dog likes to play in the yard. Our cat prefers to stay in the house.

8. Milo lives on Oak Street. His brother lives nearby.

9. Their credit was very poor. They decided to buy a piano anyway.

10. I love the snowy beauty of winter. I hate the heat of summer

Task 2.

Fill in the blanks with the appropriate correlative conjunctions: both . . . and, either . . . or, neither . . . nor, or not only . . . but also.

1. _____ Maribeth _____ I will ever visit them again.
2. I want to buy _____ a new blouse _____ a new skirt.
3. They were already introduced to _____ Carol _____ her mother.
4. You _____ work too little _____ spend too much money.
5. _____ Father _____ Mother became ill during the cruise.
6. She wants _____ your help _____ your advice.
7. Reggie _____ broke his leg _____ bruised both arms.
8. It's always _____ too hot _____ too cold for you.
9. _____ the _____ kitchen _____ the bathroom need to be cleaned.
10. _____ Cary _____ Kelly showed up at the party

Task 3.

Complete each sentence with a dependent clause to follow each subordinating conjunction.

- 1) She left for home after _____
- 2) When _____, Pedro started to laugh.
- 3) I won't help you unless _____.
- 4) Do you know where _____?
- 5) Once _____, I was able to relax.
- 6) Chris closed the book before _____.
- 7) You can stay up late as long as _____.
- 8) While _____, he relaxed under a tree.
- 9) I don't remember if _____.
- 10) Now that _____, they often go to the theater.

Task 4.

Write two original sentences with each of the following conjunctions.

1. but

2. unless

3. neither . . . nor

4. where

5. how

6. and

7. not only . . . but also

8. for

9. when

10. either . . . or

Task 5.

Fill in the blanks with an appropriate conjunction.

1. She was angry they hadn't invited her to their party.
 - a. because
 - b. so
 - c. therefore
2. you don't deliver the project on time, they will cancel the contract.
 - a. If
 - b. Until
 - c. Unless
3. he is lame, he walks with great difficulty.
 - a. As
 - b. If
 - c. Because
4. He is neither intelligent hardworking.
 - a. or
 - b. nor
 - c. and
5. I will not permit this you kill me.
 - a. even if
 - b. even though
 - c. as though

6. You cannot go you have finished that report.
- unless
 - until
 - Either could be used here
7. she doesn't like you, why are you still chasing her?
- If
 - Whether
 - Unless
8. I worked day and night, I couldn't meet the deadline.
- Even though
 - Even if
 - As if
9. She is beautiful that every guy in the neighborhood wants to marry her.
- so
 - such
 - that
10. The higher you go, ... it gets.
- the colder
 - the more cold
 - colder
11. I may be blunt at least I am honest.
- but
 - and
 - so
12. She is beautiful she squints a little.
- although
 - however
 - even if

13. He was tired that he could barely stand.
a. so
b. too
c. very
14. You will get the award you deserve it.
a. whether
b. if
c. Either could be used here
15. You will not get the job you succeed in the interview.
a. if
b. unless
c. whether
16. she is of noble birth, she is not rich.
a. Though
b. As
c. Since
17. there is life, there is hope.
a. As
b. Since
c. While
18. you have apologized, I will not sack you.
a. Since
b. As
c. Because
19. he was the most deserving candidate, they appointed him.
a. Since
b. Though
c. Despite

20. Generally speaking, the houses in the
Burmese live are made of bamboo.
- what
 - which
 - that

Task 6.

Fill in the correct conjunctions and linking words from the list. There may be more than one possibility!⁴⁶

even though	neither.....nor	during
although	which	in order to
in addition	despite	therefore
while	so that	whereas
however	due to	as well as
both		

- This is Jack's new mountain bike,
_____ he got from his parents. He
locks it up every evening _____ nobody
can steal it.
- _____ my father loves jazz, he doesn't
often listen to it.
- _____ we were driving through the
country side, we saw lots of nice villages.
- Honda makes cars _____ motorcycles.
- Our flight attendants must be able to speak
_____ English and Spanish.
- The weather was perfect. It was _____
too hot _____ too cold.

⁴⁶ <https://www.english-grammar.at/worksheets/conjunctions/con002-conjunctions.pdf>

7. Sally invited me to her party last weekend.
_____, I had to tell her I couldn't come.
8. I started to learn Italian _____ my stay
in Rome.
9. _____ being the better team, we lost
the match.
10. _____ we hadn't eaten for over 12
hours, we weren't hungry.
11. I arrived late for the show, _____ the
bad traffic.
12. This cell phone costs 5 cents per minute,
_____ the other has a flat rate.
13. He spent most of his time hanging around with friends.
_____, he was not prepared for the
exam.
14. She wakes up early _____ be on time
for work.
15. This car offers 6 air bags and heating for your seats.
_____, there is also a world-class stereo
system installed.

Review Exercises

- i. Underline the conjunction in each sentence.
1. Does Ben have a brother and a sister?
 2. She plays the piano and the guitar.
 3. Jake eats hot dogs or pizza for dinner.
 4. Anna and Andy play outside.
 5. The flowers are blue and pink.
 6. He does not like eggs or bacon.
 7. She sings and dances.

ii. Determine whether the conjunction in red type expresses addition, a choice, or contrast. Write **A** for addition, **CH** for a choice, or **C** for contrast.

1. Ben likes ice cream, **but** Susan likes popsicles. _____
2. She will go to the party **or** to the beach. _____
3. Maria **and** Jake watch television. _____
4. They see the stars **and** the moon. _____
5. The dog barks, **but** the cat purrs. _____
6. Ben walks **or** takes the bus. _____
7. He dives **and** jumps in the water. _____

iii. Complete each sentence with the appropriate conjunction. Choose one of the following: **and**, **or**, **but**.

1. He enjoys reading _____ running.
2. Will he dance with Susan _____ Maria?
3. Anna has brown hair _____ blue eyes.
4. He wants to swim, _____ she wants to surf.
5. Ben _____ Maria go to school together.
6. Does she like roses _____ tulips?
He likes football, _____ he prefers soccer.

CHAPTER 8

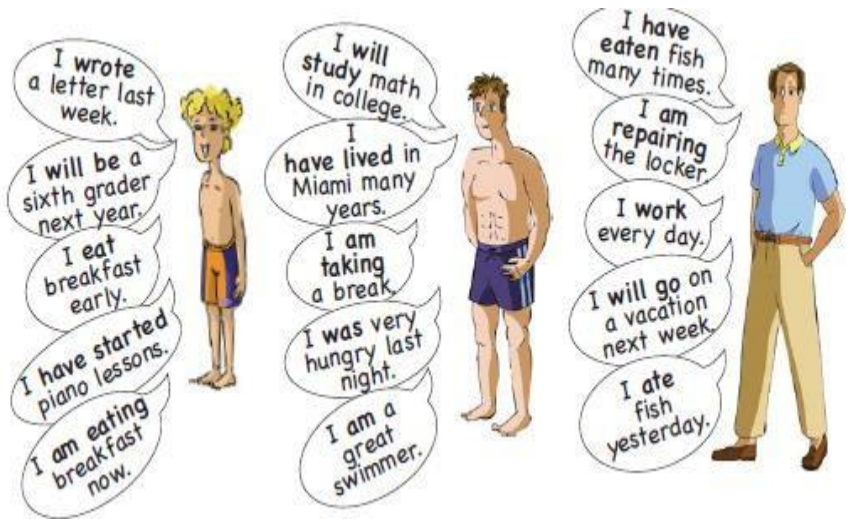
BUILDING SENTENCE

Goal:

Students are able to know, understand, comprehend and the pattern of sentence and apply them in writing and speaking

A. WARMING UP

Learn this picture to comprehend the building sentence!



1. What types of sentence in the picture?
2. Do you understand the sentence pattern?
3. What do you get from the picture?

Write six simple sentences.

1. The mall

2. The parking

3. The sale

4. After two hours

5. Then

6. Now

7. Yesterday

Sentences vary widely in style and subject matter. Yet all good sentences have certain qualities in common.⁴⁷

1. Good sentences do not waste words. They use only enough words to carry the thought. Nor do they wander. They make their point . . . and stop.
 - WORDY: The difficulties we cause in this all-too-brief life of ours are often those that we bring upon ourselves, even if unintentionally.
 - CONCISE: Most of the shadows of this life are caused by our standing in our own sunshine. (Ralph Waldo Emerson).
2. Good sentences are clear. They express a thought precisely and directly.
 - MUDDLED: Andrew got up to bat and sent it into the right-field stands.
 - CLEAR: Andrew got up to bat and sent the ball into the rightfield stands.
3. Good sentences have unity. They stick to one general topic in a sentence
 - LACKING IN Good tennis players don't have to work very hard,
 - UNITY: but golfers sometimes seem to enjoy the game more.
 - UNIFIED: A good tennis player works hard but never looks as though he is.
4. Good sentences are coherent, using accurate connectives.
 - LACKING Because Sue was our best pitcher, she didn't get a
 - COHERENCE: chance to pitch in the playoffs.

⁴⁷ Chakravarty and Boehme, *Grammar & Usage for Better Writing*.

- COHERENT: Although Sue was our best pitcher, she didn't get a chance to pitch in the playoffs
5. Good sentences are varied in structure. They do not always follow a set pattern.
 - MONOTONOUS: Isabella is pretty and rich. She is also a fabulous singer. I envy her.
 - VARIED: Isabella is not only pretty and rich but also a fabulous singer. How I envy her!
 6. Good sentences call upon strong, specific nouns and vivid verbs to convey the thought. They use adjectives and adverbs sparingly but effectively
 - DULL: The duck landed on the ice unsuccessfully and finally came to a stop after a long slide along the ice on the pond.
 - VIVID: The mallard landed uncertainly on the ice, skidded and flopped along for twenty feet, and then scrambled to its feet with dignity.
 7. Good sentences are pleasing to read, usually an enjoyable part of a larger whole.
 1. Good sentences are complete, neither fragments nor run-ons.
 2. Good sentences are technically correct, following accepted standards of usage

B. KINDS OF SENTENCES

You have learned that a noun becomes the subject of a sentence when it is connected to a verb as the performer of that action. In a sentence, the subject and the verb need each other in order to make sense. Let's replace the word "sentence" with the term "unit." *Units* are composed of different parts that we will call *building*

blocks. They must be placed in such a way that the unit is complete and makes sense.⁴⁸

Example;

Jake Swims

Explanation;

Jake, the subject, is a building block. The noun **Jake** will not be a subject if you separate it from the verb. In order to label **Jake** as the subject, he needs to perform an action, in this case, swimming. When you put these two parts—**Jake** (subject) and **swims** (verb)—together, you form the simplest possible unit.

Use a period to indicate that your *sentence* or *unit* is complete:

Jake Swims.

You have also learned that a noun can be used as a subject complement when it is connected to the subject through a linking verb. Here we have the building blocks of a subject (**hamburger**) and a subject complement (**winner**) that must be connected by a linking verb (**is**) to be complete and make sense. Thus, together they form a unit.

Example;

The hamburger The hamburger is the winner

Use a period to indicate that your sentence or unit is complete:

The hamburger is the winner.

Possessive nouns also show a connection between two nouns.

Let's take a look at the noun **Anna** and the noun **hula hoop**.

If you add a period, you would indicate that the sentence is complete—that someone or something is doing an action. That someone or something would be the subject that is performing the

⁴⁸ Stobbe, *Just Enough English Grammar Illustrated*.

action of a verb. Is Anna performing an action? No, Anna is not connected to a verb. The verb is missing. The possessive noun **Anna's** only indicates a relationship between the two nouns. As shown by the apostrophe, the hula hoop belongs to Anna.

Example:

Anna's hula hoop

Anna's hula hoop represents a building block. It is not a unit, because a unit must contain a subject and a verb, and this has no verb. However, you can use this possessive noun to create a unit.

Example;

Ann's hula hoop is fun.

Expanding units to include other ideas is the next step to take. And remember that it's easier to enlarge units when you know where to find the subject.

*We will now take a big step by learning what **objects** can do.*

The four kinds of basic sentences in English are simple, compound, complex, and compound-complex. The terms may be new to you, but if you can recognize subjects and verbs, with a little instruction and practice you should be able to identify and write any of the four kinds of sentences. The only new idea to master is the concept of the *clause*.⁴⁹

Clause

A clause is a group of words with a subject and a verb that functions as a part or all of a complete sentence. The two kinds of clauses are independent (main) and dependent (subordinate).

Independent Clause: I have the money.

Dependent Clause: When I have the money

Independent Clauses

⁴⁹ Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

An independent (main) clause is a group of words with a subject and a verb that can stand alone and make sense. An independent clause expresses a complete thought by itself and can be written as a separate sentence.

She plays the bass guitar.

The manager is not at fault.

Dependent Clauses

A dependent clause is a group of words with a subject and verb that depends on a main clause to give it meaning

- a. since Shannon came home [no meaning alone]
- b. Since Shannon came home, her mother has been happy. [has meaning]
- c. because she was needed [no meaning alone]
- d. She stayed in the game because she was needed. [has meaning]

Relative Clauses

One type of dependent clause is called a relative clause. A relative clause begins with a relative pronoun, a pronoun such as *that*, *which*, or *who*. Relative pronouns *relate* the clause to another word in the sentence.

- a. that fell last night [no meaning alone]
- b. The snow that fell last night is nearly gone. [has meaning]

In the sentence above, the relative pronoun *that* relates the dependent clause to the subject of the sentence, *snow*.

- a. who stayed in the game [no meaning alone]
- b. She was the only one who stayed in the game.

In the sentence above, the relative pronoun *who* relates the dependent clause to the word *one*.

A phrase is a group of words that go together. It differs from a clause in that a phrase does not have a subject and a verb.

For variety, use an occasional question, exclamation, or command, but don't overdo.⁵⁰

- QUESTION: Where did I leave my tennis racket?
- EXCLAMATION: I just remembered—the public courts!
- COMMAND: Call the pro shop and say I'm on my way.
- POLITE REQUEST: Please let my mother know I'll be late.

C. SIMPLE SENTENCE

A simple sentence consists of a single independent clause. First graders routinely write simple sentences such as these:

The simple sentence, in spite of its name, is not always short, crisp, and childlike. It can be expanded if given more than one subject or verb. Here are some examples:

Simple sentence with plural subject:

My mother and father had no ear for music.

Simple sentence with one subject and three verbs:

The children laughed at the monkeys, ran away from the tigers, and fed the goats.

Another way to expand the simple sentence is to add modifiers, words that describe and explain the subject or verb. Here are some examples:

⁵⁰ Chakravarty and Boehme, *Grammar & Usage for Better Writing*.

- *Simple sentence :*
Jim lives in Windsor.
- *1st expansion:*
Jim, a star basketball player, lives in Windsor.
- *2nd expansion:*
Jim, a star basketball player and an excellent student, lives in Windsor, which is in Canada, across from Detroit.

In simple sentence is a sentence that has one subject-verb pair. The word 'simple sentence' does not mean 'easy'. It means 'one subject-verb pair'.⁵¹

- *The subject in a simple sentence may be compound.*
Example; My brother and I are completely different
- *The verb in a simple sentence may be compound*
Example: They laughed and cried at the same time.

Sentence must have a **subject** and a **verb**, often called a **predicate**. In the following sentences, the subject has one line under it; the verb (predicate) has two.⁵²

- Maria yelled.
- A section of the bridge fell during the recent storm.

These are **simple sentences**. Each one contains a subject and a verb. Either the subject or the verb, or both, may be *compound*. Something that is compound has two or more parts. The following sentences have compound parts:

- COMPOUND SUBJECT: Cindy and Jeffrey smiled.
- COMPOUND VERB: Cindy smiled and laughed.

⁵¹ Brandon and Brandon, *Paragraphs and Essays With Integrated Readings Eleventh Edition*.

⁵² Chakravarty and Boehme, *Grammar & Usage for Better Writing*.

- COMPOUND SUBJECT AND VERB: Cindy and Jeffrey smiled and laughed.

Task 1.

- a.** Expand the simple sentences below by adding subjects, verbs, or modifiers.

1. My house is green.
2. The man denied the story.
3. Many people keep diaries.
4. Sailing is fun.
5. Mrs. Jones is a generous woman.

- b.** Each numbered line consists of two sentences. Combine each pair into one simple sentence with compound parts. The finished sentence may have either a compound subject or a compound verb. (Be sure to make all necessary changes.)

1. Mario plays tennis. Carly also plays tennis.

2. The plane taxied on the runway. It finally stopped.

3. We visited Washington, D.C. We toured the city.

4. Jacy bought some new CDs. She stacked them on the shelf in her room.

5. The Tigers play their games in the city's stadium. The Lions, too, play their games in the city's stadium
-

D. COMPOUND SENTENCE

A compound sentence consists of two or more simple sentence joined by a coordinating conjunction. There are seven coordinating conjunctions: and, but, for, or, nor, and yet. A comma is placed immediately before the conjunction. The simple sentences in a compound sentence should express ideas of equal importance. When two sentences are joined to make a compound sentence, the two main parts are called **clauses**. Because these two parts can stand by themselves as complete sentences, they are called **independent clauses**.⁵³

Here are some examples:

Simple	Compound
Face-lifts are not always successful. The operation is painful	Face-lifts are not always successful, and the operation is painful.
He must pay the fine. He will go to jail.	He must pay the fine, or he will go to jail.
She was very bright. She didn't study. She got poor grades.	She was very bright, but she didn't study, so she got poor grades.

Another examples.⁵⁴

- SIMPLE SENTENCE: Dogs show affection for their owners.
- SIMPLE SENTENCE: Cats are more aloof.

⁵³ Ibid.

⁵⁴ Ibid.

- COMPOUND SENTENCE: Dogs show affection for their owners, but cats are more aloof

Task 2.

- a. Use a coordinating conjunction to join each pair of simple sentences into a compound sentence. Don't forget the comma.
 1. The band played loudly. The audience enjoyed it.
 2. I spoke to my neighbor. We made a date for lunch.
 3. I did 20 minutes on the treadmill. I'm exhausted.
 4. Liza went to the store. She forgot her grocery list.
 5. I will make dinner. I will order a pizza from Malnatti's.
- b. Combine each pair of sentences to form a good compound sentence. Use **and**, **but**, **or**, or **nor**. Make slight changes in wording, if necessary.
 1. You may think of Dobermans as vicious dogs. Many of them are gentle.

 2. Tropical fish require great care. They may become sick and die.

 3. Lightning struck the tree. The bark peeled off in layers.

 4. Jim did not mow the lawn. He did not trim the hedges.

 5. The rain poured down. The sun was shining

E. COMPLEX SENTENCE

The complex sentence consists of one independent clause joined to one or more dependent clauses. Unlike the compound. Sentence, which connects two equal ideas, the complex sentence emphasizes one idea over the others. The less important idea or ideas is said to be subordinate. Naturally, the more important idea is expressed in the independent clause:

My toe hurts because John stepped on it.

The hurting toe is the main idea; the less important idea is why it hurts- **because John stepped on it.**

Every sentence must have a subject and a verb: To this rule, there is no exception. Not every construction with a subject and verb, however, is a sentence. It could be a dependent clause.

Task 3.

a. Write **D** if the clause is dependent and **I** if it is independent.

1. ___ Who darted across the street like lighting.
2. ___New brakes were needed.
3. ___The trial will begin in a week.
4. ___Because he was sad and depressed.
5. ___While walking home.
6. ___We thanked her for dinner.
7. ___ Since no book can provide all the answers.
8. ___That he never looked back.
9. ___If war could have solved the problem.
10. ___Creative thinkers make good leaders.

b. Circle the subordinate clause in each sentence. Draw a line under each clause that could stand by itself as a sentence.

1. After the TV show ended, I began my homework.

2. Natasha won't leave until Cindy arrives.
 3. The rain will get heavier before it stops.
 4. Although Jordan loves ice cream, he is going on a diet.
 5. When the film is ready, pick it up from PhotoFlash.
- c. Circle the subordinate clause in each sentence. Be careful not to circle part of the independent clause
1. Caroline, who has not missed a school day in two years, is a friend of Sasha's.
 2. The Statue of Liberty is the sight that has greeted millions of new immigrants.
 3. Basketball, which was invented by an American, is now played around the world.
 4. The violinist Itzhak Perlman is a man who has overcome serious physical disabilities.
 5. One plant that everyone should avoid is poison ivy.

Task 4.

Join the following sentences into complex sentences using a relative pronoun or subordinating conjunction.

1. She felt sorry for the beggar. She gave him money.
2. The army retreated. It burned the bridges.
3. You have been gone. I have not been the same.
4. You were gone. The bill collector came.
5. The band stopped playing. The program was over.

Task 5.

Write a series of sentences on one of your favourite activities-something you really enjoy. Each sentence should be of the specific type listed below:

1. Three simple sentences with more than one subject

2. Two simple sentences with more than one verb.
3. One simple sentence with modifiers
4. Two compound sentences
5. Two complex sentences

Task 6.

Exchange papers with a classmate and discuss, the sentence you wrote above. Help each other make any necessary corrections.

Task 7.

Complete each sentence with either a or an.

1. He rides ____ blue bike.
2. Maria sees ____ airplane.
3. The dog has ____ bone.
4. Ben throws ____ ball.
5. She uses ____ umbrella.

Task 8.

Underline the subject of each sentence. Circle the verb.

1. He runs.
2. Anna swims.
3. The father drives.
4. They sit.
5. The cat jumps.

Task 9.

Underline the subject of each sentence. Circle its complement.

1. Her house is big.
2. The dog is brown.
3. He is short.
4. His name is Andy.

5. Is the sky blue?

Task 10.

Determine whether each statement is true or false. Write T for true or F for false.

1. The direct object receives the action of the verb. ____
2. English nouns have a specific gender. ____
3. A compound subject is composed of two or more nouns used as subjects. ____
4. A sentence must have a subject and a verb. ____
5. “A” and “an” are indefinite articles. ____

Task 11.

Read each sentence below. If it is a complex sentence, write CX in the blank. If it is a compound sentence, write CD in the blank. If it is a simple sentence, write S in the blank.

1. _____ Morgan and Riley plan to enter their robot in an engineering competition.
2. _____ If they place first, they might win five hundred dollars.
3. _____ They named their robot Rowdy and painted it gold.
4. _____ When the competition is over, Rowdy will be kept in Mr. Blake’s science class.
5. _____ Mr. Blake is in charge of the engineering club.
6. _____ Morgan and Riley are already planning to build a drawbridge for next year’s competition

Task 12.

Turn the following simple sentences into complex sentences by using the subordinating conjunction in parenthesis.

1. We weren't able to go to the zoo. (because)

2. Caleb laughs at his younger brother. (when)

3. Mrs. Henderson likes to watch television. (while)

4. Isabel has to work on her school project. (until)

5. I should get going to my doctor's appointment. (before)

6. Raquel will not be going to the party. (if)

Task 13.

Combine each pair of independent clauses into a compound sentence. Use the coordinating conjunction in parentheses in the first four pairs. Use a semi-colon in the last three pairs

1. The rain pounded against the windows.
The wind wailed through the trees. (and)

2. I knew it would rain all afternoon.

I decided to bake cookies. (so)

3. In some places, it rains too much in the summer.

In others, it doesn't rain enough. (;)

4. The children splashed in the muddy puddles.

They didn't care if their clothes got messy. (;)

Task 14.

Now write two compound sentences of your own. In the first, include a comma and a coordinating conjunction. In the second, include a semicolon.

Task 15.

Tell whether or not each sentence is a compound sentence. Write compound or not compound on the line.

1. _____ Mr. Dubois is fixing the roof on his house.
2. _____ Chloe and her friends went to the movie theater, but they didn't buy any popcorn.
3. _____ Brandon went to the football game last night, but his favorite team lost.
4. _____ I'm going to pick up cheese, crackers, and pepperoni at the store.

5. _____ Would you like some hot chocolate or orange juice?

Task 16

Write a compound sentence. Draw a red line under the first independent clause. Draw a blue line under the second independent clause.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Task 17

Write another compound sentence. Draw a red line under the conjunction.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Task 18

Explain why each compound sentence is incorrectly written.

1. I wanted to visit my cousin in Florida, I didn't have enough money fora bus ticket.
2. My dog lost her favorite toy so I bought her a new one

Task 19.

Combine each pair of independent clauses into a compound sentence. Use the coordinating conjunction in parentheses in the first four pairs. Use a semi-colon in the last three pairs

1. The rain pounded against the windows.
The wind wailed through the trees. (and)

2. I knew it would rain all afternoon.
I decided to bake cookies. (so)

3. In some places, it rains too much in the summer.
In others, it doesn't rain enough. (;)

-
-
4. The children splashed in the muddy puddles.
They didn't care if their clothes got messy. (;)
-
-
-

Task 20

Now write two compound sentences of your own. In the first, include a comma and a coordinating conjunction. In the second, include a semicolon.

1. _____
2. _____

Task 21.

Identify each sentence by writing **Simple**, **Compound**, or **Complex** on the line.

1. The movie was good, but I enjoyed the book more.

2. Her flight was canceled, and the trip was postponed.

3. Katherine Lee, who was chosen to represent our school, could not attend the meeting.

4. The teachers and the students stood together.

5. The car skidded and almost struck a utility pole.

6. Lisa replaced the glass that she had broken.

7. Are you buying new clothes?

8. He used his computer to make party invitations.

9. When buses are delayed, students are usually late for school.

10. Disneyland and Hollywood are popular places to visit in California.

Task 22.

Combine each pair of sentences to make one complex sentence. If you need help, look again at the list of subordinating conjunctions in your grammar book.

8. The sunrise was beautiful. A storm rolled in by eleven.

9. Nick made it to class on time. Miranda was late.

10. Tom plays professional football. His brother is more talented in baseball.

11. My brothers Sean and Ian are going skiing. The snow is deep enough.

12. I left a note for the teacher. She never got my note.

13. I will have to wait a long time to buy my ticket. The line of people stretches for blocks.

14. Jeff is on the track team. He finished next to last in the first round of pole vault.

15. Don't forget to volunteer your time. The animal shelter needs a lot of help this time of year.

16. The lawyer rose slowly. The jury looked at him with expectation.

17. Carlo was studying in his room. Noisy construction was going on outside.

CHAPTER 9

FRAGMENT

Goals:

1. Students understand about the sentence fragment.
2. the lecture gives the definition about what is the sentence fragment.
3. The lecture gives the explanation and gives the exercise to measure their ability.

A. WARMING UP

Identify and correct fragments.

- Step 1. Read each sentence. Decide if it is a fragment or a sentence. Write *F* for fragment and *S* for sentence.
- Step 2 Then correct each fragment by adding an independent clause.

Write your new sentences on the lines provided.

1. F Before I learned to speak English well.
2. Every night, after I finish my homework.
3. As soon as we heard the crash.
4. The bicycle racers stopped to rest before they started up the mountain.
5. Wait until you hear the bell.

B. WHAT IS FRAGMENT⁵⁵

A correct sentence signals completeness. The structure and punctuation provide those signals. For example, if I say to you, “She left in a hurry,” you do not necessarily expect me to say anything else, but if I say, “In a hurry,” you do. If I say, “Tomorrow I will give you a quiz on the reading assignment,” and I leave the room, you will merely take note of my words. But if I say, “Tomorrow when I give you a quiz on the reading assignment,” and leave the room, you will probably be annoyed, and you may even chase after me and ask me to finish my sentence. Those examples illustrate the difference between completeness and incompleteness.

A fragment is a word or group of words without a subject (“Is going to town.”) or without a verb (“He going to town.”) or without both (“Going to town.”). A fragment can also be a group of words with a subject and verb that cannot stand alone (“When he goes to town.”). Although the punctuation signals a sentence (a capital letter at the beginning and a period at the end), the structure of a fragment signals incompleteness. If you said it or wrote it to someone, that person would expect you to go on and finish the idea.

Other specific examples of common unacceptable fragments are these:

- *Dependent clause only*: When she came.
- *Phrase(s) only*: Waiting there for some help.
- *No subject in main clause*: Went to the library.
- *No verb in main clause*: She being the only person there.

⁵⁵ Brandon, Lee & Brandon, Kelly. 2011. *Paragraph and Essay with Integrated Readings; Eleventh Edition*. United State of America: Wadsworth ENGAGE Learning

Sometimes fragments are used intentionally. When we speak, we often use the following fragments:

- *Interjections*: Great! Hooray! Whoa!
- *Exclamations*: What a day! How terrible! What a bother!
- *Greetings*: Hello. Good morning. Good night. Good evening.
- *Questions*: What for? Why not? Where to?
- *Informal conversation*: Eight o'clock. Really.

Dependent Clauses as Fragments: Clauses with Subordinating Conjunctions

You have learned that words such as *because, after, although, since, before* for a more complete list) are subordinating conjunctions, words that show the relationship of a dependent clause to an independent one. A dependent clause punctuated like a sentence (capital letter at the beginning; period at the end) is a sentence fragment.

Example;

While the ship was sinking.

You can choose one of many ways to fix that kind of fragment.

- Incorrect: They continued to dance. *While the ship was sinking.*
- Correct: They continued to dance *while the ship was sinking.*
- Correct: *While the ship was sinking*, they continued to dance.
- Correct: The ship was sinking. They continued to dance.
- Correct: The ship was sinking; they continued to dance.

In the first two correct sentences above, the dependent clause *while the ship was sinking* has been attached to an independent clause. Note that a comma is used when the dependent clause appears at the beginning of the sentence. In the next two sentences, the subordinating conjunction *while* has been omitted. The two

independent clauses can then stand alone as sentences or as parts of a sentence joined by a semicolon.

Dependent Clauses as Fragments: Clauses with Relative Pronouns

You have also learned that words such as *that*, *which*, and *who* can function as relative pronouns, words that relate a clause back to a noun or pronoun in the sentence. Relative clauses are dependent. If they are punctuated as sentences (begin with a capital letter; end with a period), they are incorrect. They are really sentence fragments.

Which is lying on the floor.

The best way to fix such a fragment is to attach it as closely as possible to the noun to which it refers.

- **Incorrect:** That new red sweater is mine. *Which is lying on the floor.*
- **Correct:** The new red sweater, *which is lying on the floor*, is mine.

Reminder: Some relative clauses are restrictive (necessary to the meaning of the sentence) and should not be set off with commas. Some are nonrestrictive (not necessary to the meaning of the sentence), as in the example above, and are set off by commas.

Phrases as Fragments

Although a phrase may carry an idea, a phrase is a fragment because it is incomplete in structure. It lacks both a subject and a verb.

Verbal Phrase

- **Incorrect:** *Having studied hard all evening.* John decided to retire.
- **Correct:** *Having studied hard all evening,* John decided to retire.

The italicized part of the incorrect example is a verbal phrase. As you have learned, a verbal is verb like without being a verb in sentence structure. Verbals include verb parts of speech ending in *-ed* and *-ing*. To correct a verbal phrase fragment, attach it to a complete sentence (independent clause). When the phrase begins the sentence, it is usually set off by a comma.

Prepositional Phrase

- Incorrect: *For the past ten hours*. I have been designing my home page.
- Correct: *For the past ten hours*, I have been designing my home page.

In this example, the fragment is a prepositional phrase—a group of words beginning with a preposition, such as *in*, *on*, *of*, *at*, and *with*, that connects a noun or pronoun object to the rest of the sentence. To correct a prepositional phrase fragment, attach it to a complete sentence (independent clause). If the prepositional phrase is long and begins the sentence, it is usually set off by a comma.

Appositive Phrase

- Incorrect: He lived in the small town of Whitman. *A busy industrial center near Boston*.
- Correct: He lived in the small town of Whitman, *a busy industrial center near Boston*.
- Incorrect: Many readers admire the work of the nineteenth-century American poet. *Emily Dickinson*.
- Correct: Many readers admire the work of the nineteenth-century American poet *Emily Dickinson*.

In these examples, the fragment is an appositive phrase a group of words following a noun or pronoun and renaming it. To correct an appositive phrase fragment,

connect it to a complete sentence (an independent clause). An appositive phrase fragment is set off by a comma or by commas only if it is not essential to the meaning of the sentence.

Fragments as Word Groups Without Subjects or Without Verbs

- Incorrect: Kristianna studied many long hours. And received the highest grade in the class. [without subject]
- Correct: Kristianna studied many long hours and received the highest grade in the class.
- Incorrect: Few children living in that section of the country. [without verb]
- Correct: Few children live in that section of the country.

Each sentence must have an independent clause, a group of words that contains a subject and a verb and that can stand alone. As you may recall from the discussion of subjects, a command or direction sentence, such as “Think,” has an understood subject of *you*.

It concluded that a sentence fragment is only part of a sentence. A fragment is a word group that lacks the subject or a verb and/or one that does not express a complete thought.

Example.

1. Has an eight o'clock class.
(Missing subject)
2. Joe's sweater.
(Missing verb)
3. Especially when she is on a diet.
(Missing sense)

Following are the most common types of fragments that people write:

1. Missing-subject fragments
2. *-ing* and *to* fragments
3. Dependent-word fragments
4. Added-detail fragments

Missing – Subject Fragments

When you include the verb but forget to write the subject, the result will be a fragment. Here are some examples:

- a. Kevin handed Marty two tickets for the playoffs. Then watched the look on his face.*
- b. For appetizers we'll have chips and salsa. Also cheese and vegetables with dip.*

In these examples the writer mistakenly thought that the subject of the first sentence also applied to the second thought must be formally join to the first by a conjunction such as *and*. If you forget the conjunction, you must write the two thoughts as separate,

Kevin handed Marty two tickets for the playoffs and watched the look on Marty's face.

Or

Kevin handed Marty two tickets for the playoffs. Then he watched the look on Marty's face.

complete sentences.

For appetizers we'll have chips and salsa, cheese, and vegetables with dip.

Or

For appetizers we'll have chips and salsa. We'll also have cheese and vegetables with dip.

Task 1.

Correct the following fragments caused by a missing subject. You can either join the fragment to the sentence before or rewrite it as a separate sentence.

1. *Larry announced that he was going to Finland.*
Then showed me his ticket.

2. *Mario learned to ski.*
And loved the sport.

3. *The car blew a tire. Spun around into a lamppost. And landed in a ditch.*

4. *He served a wonderful dinner.*
But burn the dessert.

5. *Cathy was sorry.*
Or at least said she was.

-ing and to fragments

Some fragments are triggered by an -ing word such as, singing. Here are some examples:

Here it is possible that the writer mistakes the *-ing* word for a full verb, but it is not. Or, the writer think that the subject of one sentence will work for the next word group as well. To correct a fragment due to an -ing word, either join it to the sentence that went before (use a comma to set off the first part of the sentence), or rewrite it as a separate sentence.

1. *They celebrated, dancing in the street.*

Or

They celebrated. They were dancing in the street.

2. *He was so happy, he was laughing with joy.*

Or

He was so happy. He was laughing with joy.

Task 2 .

Correct the *-ing* fragments by rewriting the sentences below.

1. My parents wouldn't let me study the trumpet. Insisting that I should learn to play the piano.

-
2. He spent two summers on a farm.
Picking vegetables in the heat of the day.
-

- 3 The coach lifted curfew.

Believing the team members could discipline themselves.

- 4 His handwriting is filled with sharp points and angles. Classifying him as a mean and stingy person.
-

- 5 The director carefully observed the dancers.

Looking for signs of exceptional talent.

The next common type of fragment is triggered by *to* clauses.

Example ;

I am taking karate lessons. To build up my strength. John went to a movie. To get his mind off exams.

As before, you can correct this type of fragments by either joining it to the sentence before or rewriting it as a separate and complete sentence:

Example ;

I am taking karate lesson to build up my strength.

or

I am taking karate lesson. I want to build up my strength.

Note that you could also move the *to* clause to the beginning of the combined sentence. If you do this, put a comma after the *to* clause.

To build up my strength, I am taking karate lesson.

Task 3.

Correct the following to fragments by either joining them to the sentences before or rewriting them as separate sentences.

1. The students took out state educational loans.

To get money at a low interest rate.

2. I, too, would like a wife.

To tend to my every want and slightest need.

3. We screen our calls through our message machine. To avoid telemarketers.
-

4. I bought some property outside of Phoenix.

To build a cabin someday.

5. He exercised all summer.

To make the football team.

Dependent - word fragment

Some word groups that begin with a dependent word are fragments. Following is a list of common dependent words. Whenever you start a sentence with one of these words, you must be careful that a fragment does not result.

Dependent Words (relative pronouns and subordinate conjunction)

After	if, even if	when, whenever
Although, though	in order that	where, wherever
As	since	whether
Because	that, so that	which, whichever
Before	unless	while
Even though	until	who
How	who	whose
	Whatever	

Here are examples of fragments caused by unconnected relative pronouns;

Example ;

We inspected the attic. Which had become a dumping ground for excess furniture.

Next month we must pay tribute to Coach Peters. Who helped us win the trophy.

We inspected the attic, which had become a dumping ground for excess furniture.

Next month we must pay tribute to Coach Peters, who helped us win the trophy.

Here are some examples of fragments caused by unconnected subordinate

Conjunctions: *Even though society seems to be increasingly concerned. Crime keeps rising. After the flood subsides. The corn started to grow again.*

To correct such fragments, simply join them to the neighbouring sentence:

Even though society seems to be increasingly concerned, crime keeps rising.

The corn started to grow again after the flood subsided.

Task 4.

Rewrite the following fragments by joining them to a neighbouring sentence.

1. We shop at Piggly-Wiggly.

Although I prefer Dominick's for meats.

2. The words acquired new meaning.

When he found out they were spoken by Abraham Lincoln.

3. Stop and take a rest.

If your breathing becomes laboured.

4. My favourite restaurant is the Fireside Inn.

Although it isn't cheap.

5. Get one large pizza.

Rather than two medium ones.

4. Added-detail fragments

Added-detail fragments lack a subject and a verb. They often begin with one of the following words:

Especially including

Except not even

Particularly	such as
In addition	for example

Here are three examples of fragments caused by added details:

- a. *The entire neighbourhood was up in arms. Except the Johnson sisters.*
- b. *The expedition leader warned of many hardships. Including freezing weather, lack of food, and difficult terrain.*
- c. *Pottery made by the Acoma has very bold geometric designs. For example, horizontal and vertical lines, triangles, and diamonds.*

To correct such fragment, simply attach the details to the previous sentence, adding any words necessary. Use a comma to set off the added details.

- a. *The entire neighbourhood was up in arms, except the Johnson sisters.*
- b. *The expedition leader warned of many hardships, including freezing weather, lack of food, and difficult terrain.*

Task 5.

Correct the following fragments caused by added details by joining them to the sentence before.

1. Some of my favourite people are a little eccentric.
For example, the woman who wears an evening gown to feed the pigeons.

2. She received many gifts.
Tickets to a Hawks game, a bracelet, and a couple of CDs.

3. No parent always makes the right decision.
Not even with the best intention.
-

4. We encountered some minor difficulties.
Including locking the keys in the car.
-

5. I have an early class next quarter.
English 101 with Professor Henderson.
-

Task 6⁵⁶

If the group of words is a complete sentence, write the letter S on the line. If the group of words is a fragment, write an F on the line.

- _____ 1. Yesterday when I got off the school bus.
- _____ 2. My friend Sheila and I saw a brown toad hopping on the sidewalk.
- _____ 3. Yelled and screamed when she saw it.
- _____ 4. My friend Sheila, who is scared of all reptiles.
- _____ 5. I picked up the toad and looked closely at it.
- _____ 6. Had dry, bumpy skin on its body.
- _____ 7. Shelia said, "I don't want to see that ugly toad!"
- _____ 8. Said, "Then close your eyes Sheila."
- _____ 9. Sheila was mad and she ran off.
- _____ 10. I put the toad in my backpack.
- _____ 11. Took it home to show my brother.

⁵⁶ https://www.superteacherworksheets.com/fragments-runons/fragments-sentences_WDQFN.pdf

- _____ 12. My brother wasn't home from school yet.
- _____ 13. Then I put the backpack on the living room sofa.
- _____ 14. The toad was still inside.
- _____ 15. My mother opened the backpack to see what homework I had.
- _____ 16. Hopped out of the backpack and began jumping around the living room floor.
- _____ 17. Screamed loudly!
- _____ 18. Do you think my mother will let me keep the little brown toad?

Task 7.⁵⁷

Each item below contains a sentence fragment. Fix it in the space provided.

1. Salt-water fish can be very colorful. For example, Parrot Fish.

2. Merwin passed the exam. Although, he got the last five questions wrong.

3. Robert has met his long-lost daughter. Who had been searching for him over twenty years.

4. Because the cities on the west coast of Florida receive cool breezes and warm water from the Gulf of Mexico.

5. Jenny never finished high school. Despite the fact that her parents were supportive and allowed her to stay at home after her arrest.

6. The conductor finished with a flourish. Waving his baton and gesticulating wildly with his free hand.

7. The house survived the tornado. Which clearly demonstrated that the building and zoning codes were sufficiently strict.

Task 8.

If the group of words is a complete sentence, write the letter S on the line. If the group of words is a fragment, write an F on the line.

- _____ 1. Yesterday when I got off the school bus.
- _____ 2. My friend Sheila and I saw a brown toad hopping on the sidewalk
- _____ 3. Yelled and screamed when she saw it.
- _____ 4. My friend Sheila, who is scared of all reptiles.
- _____ 5. I picked up the toad and looked closely at it.
- _____ 6. Had dry, bumpy skin on its body.
- _____ 7. Shelia said, "I don't want to see that ugly toad!"
- _____ 8. Said, "Then close your eyes Sheila."
- _____ 9. Sheila was mad and she ran off.
- _____ 10. I put the toad in my backpack.
- _____ 11. Took it home to show my brother.
- _____ 12. My brother wasn't home from school yet.
- _____ 13. Then I put the backpack on the living room sofa.
- _____ 14. The toad was still inside.
- _____ 15. My mother opened the backpack to see what homework I had.
- _____ 16. Hopped out of the backpack and began jumping around the living room floor.

_____ 17. Screamed loudly!

_____ 18. Do you think my mother will let me keep the little
brown toad?

Task 9.

These groups of words are fragments. Add a subject or predicate to each to make each fragment a complete sentence. Write your new sentence on the lines.

1. Needs to clean his room today.
2. Bought an order of breadsticks and a pizza.
3. The kind lady in the green dress
4. Hasn't been used in months.

Task 10.

Transform each sentence fragment into a complete sentence. Add words as needed.

1. At the bus stop on the corner near the Wal-Mart store.

2. Gabrielle, unhappy with the test results.

3. Lost my new watch somewhere in the locker room.

4. Enjoying the ski slopes of the Pocono Mountains.

5. The new Spike Lee film showing at a local theater

6. An electric guitar in one corner and an amplifier in the other.

7. Carried the soccer equipment from the car to the garage.

8. The football team lining up for the kickoff.

9. Reaching first-period class as the bell rang.

10. The lead singer with the band behind him on the stage.

Task 11.

Change each sentence fragment into a complete sentence. Add whatever words are necessary.

1. Because I had never tasted tofu before.

2. A notebook lying on a bench in the locker room.

3. A deep freeze, a cause of many accidents on the slick roads.

4. Solved the third geometry problem after half an hour of hard work.

5. Along the bank of the Columbia River.

6. In the cafeteria, salads and sandwiches of all kinds.

7. Laughing at the funny parts in the movie.

8. Our best pitcher finding himself in trouble in the sixth inning.

9. Ran five laps around the track.

10. The autumn leaves in shades of yellow, red, and orange.

Task 12.

Make each fragment into a complete sentence by eliminating the subordinating conjunction.

1. Although I had never seen Sakito before.

2. Unless Ethan changes his mind.

3. Why the refrigerator made a loud noise.

4. After we had packed our lunch for school.

5. Until the coach decides on a starting pitcher.

6. If a blizzard hits the city tonight.

7. Since you are a good friend of Allyson's.

8. When we won the first four games.

9. Since they got to school on time.

10. As the movie began.

Task 13.

Make each fragment into a complete sentence by adding words to complete the thought.

1. When the clock struck twelve.

2. Because I live far away from school.

3. How I found my lost ring.

4. Since he had never taken American history before.

5. As the snow slowly drifted down from the sky.

6. Until Ted came with the key to the exercise room.

7. Whenever the dogs spotted a squirrel.

8. Before we arrived at the assembly.

9. Although Marissa doesn't usually like chocolate.

10. While Sergei was calling home.

CHAPTER 10

RUN-ONS

Goals;

1. Students understand the run-ons of the sentences.
2. the students know how the method to correct that run-ons in the sentences.
3. Students listen carefully what the lecture explains and ask about the topic, discuss together and do the exercises

A. WARMING UP

Find and correct the sentence errors.

Step 1. Put an X in the space next to the sentences that are comma splices or run-ons

Step 2. Correct the sentences that you marked.

1. X Some people like cats, others prefer dogs.
2. _____ Kitchens are cute, they like to play.
3. _____ dogs are good companions, and they can also protect you.
4. _____ Lions are also good protectors, but they eat too much.
5. _____ Goats eat lots of grass, so you will never have to cut your lawn..

B. WHAT IS RUN-ONS

Run-ons are two complete thoughts that are run together with no adequate sign given to mark the break between them. In other words, a run-on sentence is actually two sentences written as one.

There are two main types of run-on sentences: the comma splices and fused sentences.

1. Comma splice is a comma incorrectly used to connect (“splice” together) two complete thoughts.

Example:

Comma splice :

I go to school, my brother stays at home.

Correct sentence :

I go to school. My brother stays at home

2. Fused sentence is a run-on with no punctuation to mark the break between thoughts. Example:

Fused sentence :

I go to school my brother stays at home.

Correct sentence :

I go to school. My brother stays at home.

A warning-words that can lead to run-ons. People often write run-ons when the second complete thought begins with one of the following words:

I	We	There	Now
You	They	This	Then
He, She, it	That	Next	

Whenever, you use one of these words in writing a paper, remember to be on the alert for run-ons.

C. CORRECTING RUN-ONS

Method 1: Period and a Capital letter

Use a period and a capital letter between the two complete thoughts. Use this method especially if the thoughts are not closely related or if another method would make the sentence too long.

Task 1.

Correct the following sentence by using this method.

Example ;

- a. Bev's clock radio doesn't work anymore she spilled a glass of soda on it.
- b. *Bev's clock radio doesn't work anymore. She spilled a glass of soda on it.*
1. The men at the door claimed to have paving material left over from another job they wanted to pave our driveway for a "bargain price."
2. Vicky has a unique style of dressing she wore a man's tuxedo with a red bow tie to her cousin's wedding.
3. Linh, a paralegal who speaks Vietnamese, helps other people from her country write wills she assists others by going with them when they have to appear in court.
4. In the summer, ants are attracted to water they will often enter a house through the dishwasher.
5. Humans have managed to adapt to any environment they can survive in Arctic wastes, tropical jungles, and barren deserts

Method 2: Comma and Joining Word

Use a comma and a joining word to connect the two complete thoughts. Joining words (also called conjunctions) include *and, but, for,*

or, nor, so, and yet. The following words can lead to run-on sentences: *also, hence, nevertheless, nonetheless, furthermore, then, therefore, and thus.* Here are the four most common joining words:

<i>And</i>	= in addition
<i>But</i>	= however, on the other hand
<i>For</i>	= because
<i>So</i>	= as a result, therefore

Task 2.

Insert the joining word (and, but, for, so) that logically connects the two thoughts in each sentence.

1. Napoleon may have been a brave general.
he was afraid of cats.

2. The large dog was growling at me,
there were white bubbles of foam around his mouth.

3. The library had just closed,
I couldn't get any of the reserved books.

4. He checked on the new baby every five minutes,
he was afraid that something would happen to her.

5. Kate thought the milk was fresh,
it broke up into little sour flakes in her coffee.

6. Elephants have no thumbs,
baby elephants suck their trunks.

7. Although I like most creatures, I am not fond of snakes,
I like spiders even less.

Method 3: Semicolon

Use a semicolon to mark the break between two thoughts. A semicolon (;) is sometimes called a strong comma. It signals more of a pause than a comma alone but not quite the full pause of a period. When it is used to correct run-ons, the semicolon can be used alone or with a transitional word (adverbial conjunctions).

Example ;

- a. *Lizards become sluggish at night; they need the sun's warmth to maintain an active body temperature.*
- b. *We knew a power failure had occurred; all the clocks in the building were forty-seven minutes slow.*
- c. *I tried to cash my paycheck; **however**, I had forgotten to bring identification.*
- d. *people use seventeen muscles when they smile; **on the other hand**, they use forty-three muscles when they frown.*

Using semicolons can add to sentence variety. For some people, however, the semicolon is a confusing punctuation mark. Keep in mind that if you are not comfortable using it, you can and should use one of the first two methods of correcting run-ons.

Task 3.

Locate and correct the five run-ons in the passage that follows.

1. My worst experience of the week was going home for lunch, rather than eating at work. My children did not know I was coming, they had used most of the bread. All I had to make a sandwich with were two thin, crumpled pieces of crust. I sat there eating my tattered sandwich and trying to relax, then the telephone rang. It was for my daughter, who was in the bathroom, she called down to me that I should get the person's name and number.
2. As soon as I sat down again, someone knocked on the door, it was a neatly dressed couple with bright eyes who wanted to talk with me about a higher power in life. I politely got rid of them and went back to finish lunch. I thought I would relax over my coffee, I had to break up a fight between my two young sons about which television channel to watch. As a last bit of frustration, my daughter came downstairs and asked me to drive her over to a friend's house before I went back to work.

D. TECHNIQUES FOR SPOTTING PROBLEM SENTENCES

- a. In checking for the comma splice or run-on, ask yourself: "Is there a point in this word group at which I can insert a period and create a sentence on either side?" (The question is not necessary if there is a coordinating conjunction—FANBOYS—at that point.)
- b. If you have trouble with comma splices and run-ons, check these constructions as you revise:
 1. A comma preceded by a noun or pronoun followed by a noun or pronoun

2. A sentence beginning with a subordinating conjunction
- c. If you have trouble with fragments, look for these clues:
 1. A word group with a single verb ending in *-ing*
 2. A word group without both a subject and a verb
- d. Use the grammar checker on your computer to alert you to possible problem sentences. Then use instructions from this book to make necessary corrections.

Task 4.

Write the appropriate identification in each blank. Correct the faulty sentences.

OK correct

CS comma splice

RO run-on

FRAG fragment

1. _____ Many people believe that he executed all six, but that is not true.
2. _____ Right after he annulled his marriage to Anne of Cleves, he married Kathryn.
3. _____ She was nineteen, young, and vivacious, he was forty-nine, fat, and suffering from a painful leg ulcer.
4. _____ During the eighteenth and nineteenth centuries, many people developed an intense fear of being buried alive.
5. _____ Doctors couldn't measure brainwaves and other vital signs, diagnosing death was an inexact science.
6. _____ A person who was only in a coma could appear dead, lead poisoning, for example, led to a long state of unconsciousness that mimicked death.
7. _____ Premature burial was a real possibility people passed around hundreds of stories about re-opened caskets revealing lids with claw marks and corpses with bloodied fingers.

8. ____ The horror stories of writer Edgar Allan Poe often included premature burials, in “The Fall of the House of Usher,” a young woman breaks out of her tomb.
9. ____ Poe’s stories “The Premature Burial,” “The Cask of Amontillado,” and “The Black Cat.”
10. ____ Such stories contributed to the phobia, people developed customs designed to confirm that someone was actually dead.

Task 5.

Tell whether each group of words is a fragment, a run-on, or a complete sentence. Write the fragment, run-on, or sentence on each line.

1. This afternoon after breakfast

2. Justin, will you wash the car it really needs it.

3. Sure, I'll wash the car after I eat supper.

4. Justin searches for the bucket and sponge.

5. The wax on the top shelf in the garage

6. When Justin's brother saw the car

7. The car looked wonderful.

8. Justin saw clouds in the sky he hopes it doesn't rain.

Task 6.

These sentences are run-on sentences. Separate each run-on into two complete sentences. Be sure each sentence begins with a capital letter and ends with a punctuation mark.

1. I enjoyed playing basketball with you today do you want to play again tomorrow?

2. Can you teach me how to make a three-point shot I have trouble with those.

3. What time do you want to meet at the park can we play early in the morning?

Task 7.

The following run-on sentences. Make them into two separate sentences.

1. That piano is beautiful, it has a beautiful sound, too.

2. Maria enjoys swimming her brother Raoul prefers sailing and fishing.

3. Can we leave now do you have the tickets?

4. I don't like most television comedies, they are boring.

5. The business of renting DVDs is popular there are two new rental stores in town.

6. Galina forgot her lunch she will have to buy one.

7. Jason found his lost calculator, it was in an old backpack.

8. I would love to see that show, the tickets are so expensive, though.

9. It began to rain hard, the hail started a few minutes later.

10. In some places, there is no summer vacation can you imagine it?

11. The teacher knew he was smart, he just did not work hard.

12. Caitlyn knew that Jared wanted to go to the game he loved football so much.

13. My dog thinks he's human, he would sit at the kitchen table with us if we let him!

14. Do you think Janine would like the necklace it's so pretty.

15. It's nice outside, let's go for a run.

Task 8.

Change the following run-on sentences into compound or complex ones.

1. The Buccaneers are a winning team, they have a good defense.

2. Maryanne practiced her ballet routine for two hours, she is in a special performance.

3. The light was shining in my eyes, I pulled the shade down.

4. Jean-Claude ran into the supermarket, he went to the bakery section.

5. Julie was driving too fast, she slowed down when her mother told her to.

6. I opened the door the phone rang.

7. Rosita got a good grade on the French test, she studied very hard.

8. Mr. Carson doesn't jog every day, he doesn't golf anymore

9. Shake the bottle of cold medicine, take two tablespoons, as the directions say.

10. She listened to the CD player, she had earphones on.

We have focused on sentences in this lesson—types of sentences and how to form them, as well as those troubling sentence fragments and run-on sentences. The following two exercises offer some more practice on what we have learned.

Task 9.

Eliminate all sentence fragments. Correct the run-on sentences. Add or eliminate words as needed.

1. If she were elected president of the Spanish Club.

2. Have you ever seen the locks on the St. Lawrence Seaway, they are fascinating.

3. With a cry of victory at the end of the long, hard tennis match.

4. Visited my grandmother in Greenville.

5. The dog barked noisily, then a car pulled into the driveway.

6. Why don't you plan a visit to the American Museum of Natural History, it has a fantastic collection of gems.

7. When a duck and her five ducklings waddled across the street.

8. Four runners standing in the starting line.

9. Which had been closed for repairs.

10. The boy's team won four of their matches the girls' team won five of theirs.

11. Having gotten a good night's sleep.

12. The car was packed we left on vacation.

13. The movie that was chosen as best picture of the year.

14. Close the door let's go.

15. The senior class trip is to Disney World, is your brother going?

Task 10.

Follow the directions carefully to create the sentences requested.

Sample:

Write a complex sentence with a subordinate clause beginning with *unless*.

Unless Daria cleaned her room, she wasn't allowed to have a television in it.

1. Write a simple sentence with a compound subject.

2. Write a compound sentence.

3. Write a complex sentence.

4. Write a complex sentence with a subordinate clause beginning with *that*.

5. Write a simple sentence with a compound subject and a compound verb.

6. Write a compound sentence using *or*.

7. Write a simple sentence with a compound verb.

8. Write a complex sentence with two subordinate clauses.

9. Write a sentence with a subordinate clause beginning with *if*.

10. Write a complex sentence with two independent clauses.

CHAPTER 11

SUBJECT –VERB AGREEMENT

Goals.

1. Students know and understand how the use the correspondence in number between subject and verb of the sentence.
2. The explains how to use the correspondence in number between subject and verb of the sentence.
3. The students describes and gives the exercise to measure the student's understanding.

A. WARMING UP

Circle the subject and underline the verb in each sentence. If they agree, write agree. If they don't agree, write Don't agree.

1. The enormous wave loom over the surfer. _____
2. The sand on the beach feels hot. _____
3. The hot dog taste great. _____
4. Frisbees flies everywhere. _____
5. I am going to buy some donuts now.

B. WHAT IS SUBJECT-VERB AGREEMENT

Subject – verb agreement is the correspondence in number between the subject and the verb of a sentence; a verb must agree with its subject in number. A singular subject (one person or thing) takes singular verbs. A plural subject (more than one person or

thing) takes a plural verb. Mistakes in subject-verb agreement are sometimes made in the following situations:

Do, don't, was, and wasn't

Task 1.

Underline the correct verb in parentheses.

1. That green chair (doesn't, don't) match the blue table.
2. (Wasn't, weren't) you at home when he arrived?
3. The end (doesn't, don't) always justify the means.
4. Jimmi and Frank (Was, were) both great simmers.
5. She (doesn't, don't) ever deliver that she promise.

C. WORDS BETWEEN SUBJECT AND VERB

Words that come between the subject and the verb do not change subject-verb agreement. In the sentence;

*The sharp **fangs** in the dog's mouth look scary.*

The subject (*fangs*) is plural, and so the verb (*look*) is plural. The words that come between the subject and the verb are prepositional phrase: *in the dog's mouth*. *They do not affect subject-verb agreement.*

To help find the subject of certain sentences, you should cross out prepositional phrases.

Example ;

*The lumpy **salt** in the shaker needs to be changed.*

*An old **chair** with broken legs has sat in our basement for years.*

Matching Subjects with Verbs⁵⁸

Verbs must agree with subjects in number and in person (1st/2nd/3rd).

EXAMPLE: The *dog drinks* his water every day.

“Dog” is a singular subject; “drinks” is a singular present tense verb. A common mistake in S-V Agreement is to assume that present tense verbs ending in “s” (ex: drinks, runs, dances) are plural. They are in fact singular. Be careful!

Singular

The girl dances

The dog drinks.

The boy runs.

She plays.

She plays.

Plural

The girls dance (No “s” on end)

The dogs drink.

The boys run.

Mary and Laura play.

They play.

Reminder: Singular present tense verbs end in “s” (Ex: The dog walks). Plural present tense *verbs* do not end in “s,” but plural *subjects* do (Ex: The dogs walk.).

Prepositional Phrases and Why They Matter

Look at the sentence below.

EXAMPLE:

The boxes of cake mix are on the shelf.

The verb is “are,” but what is the subject? Is it “boxes” or “cake mix”?

In order to figure out the subject, we must eliminate the prepositional phrase which is often times in-between the subject and the verb.

A prepositional phrase is a two - to four - word phrase (sometimes more) that begins with a preposition (*above, among, at, below, beneath, between, in, of, over, to, under*). A verb must agree with its subject, not

⁵⁸ “Subject and Verb Agreement,” Nova Southeastern University, <https://www.nova.edu/tutoring-testing/study-resources/forms/subject-verb-agreement.pdf>.

with the object of a prepositional phrase, which often comes between the subject and the verb.

EXAMPLE: The boxes of cake mix are on the shelf.

Since “of” is a preposition, we ignore the prepositional phrase “of cake mix.” Therefore, “boxes” is the plural subject, which matches perfectly with the plural verb “are.”

Below are some samples of prepositional phrases:

Preposition		Object of Prepositional Phrase	
above	in	the trees	the lab
among	of	the flowers	the school
at	on	the movies	the bridge
below	over	the trees	the store
beneath	to	the trees	the table
under			

EXAMPLE: The teachers in the classroom *is/are* very experienced.

Since we know that “in” is a preposition, then it makes sense that “in the classroom” is a prepositional phrase. Cross out “in the classroom.” You are left with “The teachers... (is/are) very experienced.”

“Teachers” is a plural subject, so it must take the plural verb “are.”

However, what if we have an inverted sentence?

EXAMPLE: Under the tree *is/are* several flowers.

In this case, the verb must be plural (“are”) because the subject (“flowers”) is plural.

Pronouns and Indefinite Pronouns

Simple pronouns and their numbers (singular/plural) are as follows:

	Singular	Plural
1st person	I dance.	We dance
2nd person	You dance.	You dance.
3rd person	He/she/it dances	They dance.
	Robert dances.	Robert and Linda dance.

Singular indefinite pronouns take the singular verb.

EXAMPLE: Everyone in the class supports the teacher.

“Everyone” is a singular subject. “In the class” is the prepositional phrase. “Supports” is the singular present tense verb (notice the “s” on the end).

Other singular indefinite pronouns are *anybody, anyone, anything, each, either, every, everybody, everyone, everything, neither, nobody, no one, somebody, someone, something*.

EXAMPLE: *Every* man, woman, and child **was/were** given a book. (“was”)

Each student **is/are** required to pass the final exam. (“is”)

Since “Every” and “Each” are both indefinite pronouns, they take singular verbs.

Indefinite pronouns such as *few, many, and several* are plural and take plural verbs.

EXAMPLE: *Both* of my dogs **has/have** collars. (“have”)

Several of my friends **is/are** sick. (“are”)

Since “Both” and “Several” are plural indefinite pronouns, they take the plural verbs “have” and “are.”

Special Cases

If a sentence has two subjects connected by *or/nor, either/or, or neither/nor*, the verb must agree with the second subject (the subject closer to the verb).

EXAMPLE: Neither the dogs nor the cat is going outside.

The singular subject “cat” matches the singular verb “is.”

If we flip the sentence, the verb will change.

EXAMPLE: Neither the cat nor the dogs are going outside.

“Dogs” is a plural subject that takes the plural verb “are.”

However, if a sentence begins with “neither” or “either” without the “or/nor” combination, the verb is singular.

EXAMPLE: Neither of the two stores is open.

Either store is fine with me.

Task 2.

Cross out all prepositional phrases in the sentences that follow.
Circle the subject and underline the correct verb.

1. The houses at the end of our block (is/are) old.
2. The stairs behind library (is, are) very steep.
3. That box of clothes and books (go, goes) to the garage sale.
4. At Ralph's, a package of dried bananas (sells, sell) for less.
5. A quilt of little blue patches (hangs, hang) on the wall.

Task 3.

Complete the following sentences using a correct singular or plural verb form.

1. Either you or I _____
2. Fighting or screaming _____
3. Neither Pat nor I _____
4. Two apples or one orange _____
5. Neither that vase nor those plates _____

Task 4.

Underline the correct verb in parentheses.

1. Everyone (has, have) an opinion.
2. Somebody (is, are) at the door.
3. None of the chocolate (is, are) melted.
4. One of the actors (wears, wear) a false nose.
5. Everything you say (is, are) a lie.

Task 5.

Choose the best answer in bracket!

1. Everyone (has/have) done his or her homework.
2. Each of the students (is/are) responsible for doing his or her work.
3. Either my father or my brothers (is/are) going to sell the car.
4. Neither my sisters nor my mother (is/are) going to sell the house.
5. The samples on the tray in the lab (need/needs) testing.
6. Mary and John usually (plays/play) together.
7. Both of the dogs (has/have) collars.
8. Neither the dogs nor the cat (is/are) very hungry.
9. Either the girls or the boy (walk/walks) in the evening.
10. Either the boy or the girls (walk/walks) in the evening.
11. At the end of the fall (comes/come) the hard tests.
12. The slaughter of animals for their fur (has/have) caused controversy.
13. The student, as well as his teacher, (was/were) going on the field trip.
14. The hard tests (comes/come) at the end of the fall.
- 15.** *Both of my roommates (has/have) decided to live in the dorms.*

Task 6

The following paragraph contains subject-verb agreement errors. Rewrite the paragraph by making all required corrections.

Old age and youth is different. Whereas children move from childhood to adulthood, what role does senior citizens progress to? In this country there is only two generations, parents and children. A grandmother often do not play an essential role in our society. Instead, she spend of her life feeling unnecessary. No wonder so few of my friends parents wants to retire, but keep on working past the age of sixty-five. They Feel

that if they gives up working they will be ignored and forgotten. Both our young people and the state has a responsibility the help the aged, whose taxes kept our economy stable. That does not mean that we should spoil senior citizens by letting them vegetate in comfort. Helping them and caring for them means finding creative jobs which appeals to what the elderly can do. Old people needs solid roles that makes them feel important. To feel useful and to engage in some significant activity gives older people a sense of self-worth.

Task 7.

Write a paragraph based on one of the following topics. Check your consistency for subject-verb agreement on each of the sentences that you produce.

1. Alone on a desert island
2. What animals can teach humans
3. Greed
4. Self-esteem
5. A typical evening at home

Task 8.

These subject-verb agreement exercises cover simple subjects, as well as compound subjects that use "and" or "or" to connect singular subjects.

A. Directions: Choose the correct verb in these sentences.

1. Sally (run, runs) to the park every day.
2. The dogs (bark, barks) at strangers.
3. Ted and Mary (is, are) going to the movies.
4. The game (was, were) exciting.
5. They (worry, worries) too much.
6. She (study, studies) every night.
7. Black or white (is, are) your choice.

8. That (was, were) incredible.
9. Those (is, are) pretty shoes.
10. The cat or dog (is, are) in the yard.

B. Directions: Decide if the sentence is correct or incorrect.

1. ____ They have been waiting a long time.
2. ____ The pen or the pencil are lost.
3. ____ Someone don't understand.
4. ____ Those has been cheaper in the past.
5. ____ Randy and Juan like sports.
6. ____ These are really special.
7. ____ You rides with me.
8. ____ All of them goes to school.
9. ____ Tony likes Mary.
10. ____ That movie was awesome.

Task 9

This quiz covers compound subjects with one singular and one plural noun or pronoun, as well as complex sentences. This is a fun quiz because it also covers special nouns that can be confusing, like collective nouns and nouns that end with an "s" yet remain singular.

A. Directions: Choose the correct verb in these sentences.

1. The girl or her sisters (watch, watches) television every day.
2. Rob and his brothers (doesn't, don't) like sports.
3. His classmates (study, studies) before a test.
4. One of the cookies (is, are) missing.
5. A lady with 10 cats (live, lives) in that big house.
6. Mumps (is, are) very serious.

7. The committee (decide, decides) when to adjourn.
8. Our team (is, are) the best.
9. Everybody (enjoy, enjoys) a good song.
10. Either (is, are) suitable.

B. Directions: Decide if the sentence is correct or incorrect.

1. ____ Cats and dogs love to run.
2. ____ He don't like chocolate.
3. ____ Her friends or Sarah excel at volleyball.
4. ____ Each of these have been ruined.
5. ____ Pants are baggy now.
6. ____ The students, as well as the teacher, are nervous about the test.
7. ____ The news are on at 10.00 tonight.
8. ____ My family are a lot of fun.
9. ____ Mathematics is hard for many.
10. ____ The director, with all the cast members, works very hard.

Task 10.

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.

CHAPTER 12

CAPITAL, NUMBER, AND ABBREVIATION

Goals;

1. Students know and understand how to use the capital letter, number and abbreviation in the sentence.
2. The lecture gives the explanation about problems and also the technique of writing the capital letter, numbers and also abbreviation in the sentences.

A. WARMING UP

Write your own examples for capitalization. Ask your teacher for help with spelling, or use a dictionary.

a queen Queen Noor

a president _____

a doctor _____

a mayor or governor _____

a language _____

a nationality _____

a religion _____

a school subject without a number

a college class with a number

a street _____

a city or town _____

a state

a country _____

B. MAIN USES OF CAPITAL LETTERS

*Capital letters are used with:*⁵⁹

1. First word in a sentence or direct quotation.
2. Names of persons and the word
3. Names of particular places
4. Names of days of the week, months and holidays

⁵⁹ Ann Hogue, *First Steps in Academic Writing: Second Edition (Level 2)* (New York: Pearson Longman, 2008).

5. Names of commercial products
6. Title of books, magazines, newspapers, articles, stories, poems, films, television shows, songs, papers that you write, and the like.
7. Names of companies, associations, unions, clubs, religious and political groups, and other organizations

Here are examples of each category

1. *The corner grocery was robbed last night.
The alien said, “**T**ake me to your leader.”
“If you need help,” said Teri, “call me. **I**’ll be over in no time.”*
2. *Last night, **I** saw a hilarious movie
starring **Stan Laurel and Oliver Hardy**.*

Notice that nicknames are also capitalized.

- He was known in the neighborhood as Big Thumb Bob.*
3. *Although Bill dropped out of **P**ort **C**harles **H**igh **S**chool, he
eventually earned his degree and got a job with **A**tlas **R**ealty
Company.*

But use small letters if the specific name is not given.

- Although Bill dropped out of high school, he eventually earned his
degree and got a job with a real estate company.*
4. *On the last Friday afternoon in May, the day before Memorial Day,
my boss is having a barbecue for all the employees.*

But use small letters for the seasons-summer, fall, winter, spring

Most people feel more energetic in the spring and fall.

5. *Keith installed a new Sony stereo and a Motorola cell phone into his old Ford Ranger pickup.*
But use small letters for the **type** of product (stereo, cell phone, pickup, and so on)

6. *We read the book **Hiroshima**, by John Hersey, for our history class.*

*In the doctor's waiting room, I watched **All My Children**, read an article in*

***Reader's Digest**, and leafed through the **Miami Herald**.*

7. *Joe Naples is a **Roman Catholic**, but his wife is a **Methodist**.*

*The **Hilldale Square Dancers' Club** has won many competitions.*

*Brian, a member of Bricklayers **Local 431** and the **Knights of Columbus**, works for **Ace Construction**.*

T a s k 1.

Correctly capitalize the following sentences.

1. he set several goals. first, he would get his degree. then he would buy a new car.
2. 'perhaps,' she suggested, "your father could help you. he's good at math."
3. the pattern in navajo rugs have specific meanings
4. an open mind can lead to indecision. it can be worse than a close mind.
5. i gain three pounds every easter.
6. sometimes extreme democrats are the same as extreme republicans.

7. because of his large size, his mother called him jumbo.
8. george herman was babe ruth's real name.
9. which language sounds more beautiful to you-italian or german?
10. it was a small town in the imperial valley called el centro.

C. OTHER USES OF CAPITAL LETTERS

1. Names that show family relationships
2. Titles of persons when used with their names
3. Specific school courses
4. Languages
5. Geographical locations
6. Historical periods and events

From above explanation, we get the conclusion that in English, there are many rules for using capital letter. Here are six important ones.

Rules	Examples
Capitalize:	
1. The first word in a sentence.	My neighbor is a mechanic.
2. The pronoun <i>I</i> .	My friends and I often study together.
3. Names of people and their titles. BUT NOT a title without a name. <i>Exception:</i> A title without a name is sometimes capitalized if it refers to a specific person.	King Abdullah II President Putin Professor Indiana Jones Mr. and Mrs. Homer Simpson He's a king. Have you met your math professor? The P resident of the U nited S tates had dinner with the E mperor of J apan.
4. Nationalities, languages, religions, and ethnic groups.	Swedish Jewish English Christian Spanish Asian Farsi Hispanic Muslim Native American
5. Names of school courses with numbers. <i>Note:</i> Don't capitalize school subjects except names of nationalities, languages, religions, and college classes with numbers.	Psychology 101 history Russian history math History 101 physics Physics 352
6. Specific places you could find on a map.	Lake Titicaca England the North Pole First Street South America Times Square Amazon River New York City

D. Numbers

1. Spell out numbers that take no more than two words.

Otherwise, use numbers themselves.

- *In Jody's kitchen is her collection of seventy-two cookbooks.*
 - *Jody has a file of 350 recipes.*
 - *It will take about two weeks to fix the computer database.*
 - *Nearly 250 students came to the lecture.*
2. Be consistent when you use a series of numbers. If some numbers in a sentence or paragraph require more than two words, then use numbers for the others, too.
 - *After the storm, maintenance workers unclogged*
 - *46 ruins, removed 123 broken tree limbs, and rescued 3 kittens who were stuck in a drainpipe.*
 3. Use numbers to show dates, times, addresses, percentages, and chapters of a book.
 - *The burglary was committed on October 30, 2006, but was not discovered until January 2, 2007.*
 - *Before I went to bed, I set my alarm for 6:45 a.m.*
(But spell out numbers before o'clock. For example: I didn't get out of bed until seven o'clock.)
 - *The library is located at 45 West 52nd Street.*
 - *When you take the skin off a piece of chicken, you remove about 40 percent of the fat.*
 - *The name of the murderer is revealed in Chapter 80 page 236.*

Task 2.

Revise these sentences so that the numbers are in correct form, either spelled out or as figures.

1. At five fifteen p.m., the nearly empty city streets filled with 1000's of commuters.

2. By the end of act one, scene five, Romeo and Juliet are in love and at the mercy of their unhappy fate.
3. 21 years old and unhappily married, Cleopatra met middle-aged Julius Caesar in forty-eight BCE.
4. An adult blue whale, which can weigh one hundred tons—the combined eight of 30 elephants—has gained over seven-point-five pounds an hour since infancy.
5. On the morning of August thirteen, nineteen hundred thirty, 3 huge meteorites smashed into the Amazon jungle.

Task 3.

Cross out the mistakes in numbers and write the corrections in the spaces provided.

1. The Puerto Rican Pride Parade will begin at three-thirty in front of the newspaper office at one-oh-six South Forty-Second Street.
2. It took four hours to proofread all 75 pages of the manuscript.
3. We expect to have fifty percent of the work completed by March tenth.

E. ABBREVIATIONS

Using abbreviations can save your time when you take notes. In formal writing, however, you should avoid most abbreviations. Listed below are some of the few abbreviations that are considered acceptable in compositions.

Note that a period is used after most abbreviations.

1. Mr., Mrs., Ms., Jr., Sr., Dr. when used with names:

Mrs. Johnson Howard

Kelly Jr.

Dr. Garcia

2. Time references:

a.m.

p.m.

BC, AD

3. Initials in a person's name:

Edgar Hoover

John F.

Kennedy

4. Organizations, technical words, and company names known primarily by their initials: *IBM, UNICEF, ABC, IRS, NBA, AIDS*

The abbreviation ***etc.*** comes from the Latin ***et cetera***, meaning “and the rest.”, **Do not use *etc.* in Academic Writing.** Accepted substitutes include *and the like, and so on, and so forth, among others.* Even better is a more concrete description. An acceptable use of ***etc.*** is *is in tables and charts.*

Task 4.

Cross out the words that should not be abbreviated, and correct them in the spaces provided.

1. Between mid-Nov. and the beginning of Jan., typically gain about five lbs.
2. I had such a bad headache this aftern. That I called my

doc. For an appt.

3. I stopped at the p.o. at about twenty min. past ten and bought five dol. Worth of stamps.

Task 5.

Change the small letters to capital wherever necessary in the following paragraph.

nelson mandela

my name is nelson mandela, and i have has an unusual life. i have been both a prisoner and a president in my country. i was born in 1918 in a small village in south africa. my father, henry mandela, was the chief of our tribe. as a child, i lookcare of the family's cattle and goats. when i grew up, i decided to become a lawyer. this seemed to be a good way to help my people. after i became a lawyer, i became the lerader of a group of young Africans who wanted to change the system of discrimination in our country. because of my political activities, i went to prison for twenty-seven years. the prison was on a cold, windy island in the atlantic ocean. however, the world didn't forget about me. i received important visitors, awards, and university degress from all over the world. i also learned Afrikaans, which is the language of while sout Africans. of course, i also speak english and xhosa, which is the language of my tribe. in 1990, i was set free. i became the president of south Africa in 1994. during my time in office, i tired to bring peace democracy, and prosperity to all of my country's people. now i am retired.

Task 6.

Journal is a notebook in which you write about your life and your thoughts. Each time you write in your journal, you make a journal entry using appropriate capital, number and abbreviations.

CHAPTER 13

PUNCTUATION

Goals;

1. Students know and understand how to use the punctuation in the sentences
2. Student gives the definition about what is the punctuation in the sentence, such as apostrophes, quotation and comma.

A. WARMING UP

1. *The teacher gives some paragraphs to each group. It is taken from newspaper. The students have to identify some punctuations.*
2. *Working on Punctuation*
Fill in all the missing punctuation marks.
 1. *Janet was late for work for the third day in a row_*
 2. *Frank jumped in the water and screamed, "That's freezing_"*
 3. *"Would you please pass me the salt_" my dad asked my mom_*
 4. *Do you think bears can run as fast as lions_*
 5. *"That's not funny_" my big sister yelled at me when I hid her cell phone.*
 6. *"Mommy I'm scared_" my little sister cried when the power went off.*
 7. *"When can I get my driver's license_" I asked my dad.*
 8. *My cat likes the chase my dog around the house_*
 9. *If you were ice cream, what kind of ice cream would you be_*
 10. *My mom saw a big spider and screamed, "Help_"*

B. APOSTROPHE

The two main uses of the apostrophe are:

1. *To show the omission of one or more letters in a contraction*

A contraction is formed when two words are combined to make one word. An apostrophe is used to show where letters are omitted in forming the contraction. Here are the contractions:

I + have = I've

- *Who + is = who's* *is + not = isn't*
- *Do + not = don't* *could + not = couldn't*
- *It + is = it's* *I + would = I'd*
- *It + has = it's* *they + are = they're*
- *Will + not* has an unusual contraction: *won't*

TIP: Even though contractions are common in everyday speech and in written dialogue, it is often best to avoid them in formal writing.

2. Apostrophe to show ownership or possession

To show ownership or possession, we can use such words as *belongs to*, *possessed by*, *owned by*, or (most commonly) *of*.

the umbrella that belongs to Mark

the toys possessed by children

But the apostrophe and *s* (if the word does not end in *s*) is often the quickest and easiest way to show possession.

Thus we can say

For a singular noun, always add *'s*. However, to form the possessive of a plural noun ending in *s*, add only the apostrophe. If the plural does not end in *s*, add *'s*.

girl's notebook
girls' notebooks
Carl Keith's house
the Keiths' house

T a s k 1.

Insert apostrophes where needed.

1. Many peoples attitudes toward taxes have changed.
2. They Are sick of having to clean up everyone else mess.
3. Mothers worry is needless.
4. Who hasn't hung his coat on the rack?
5. Doesn't it matter to you that they believe you lied?
6. The wing of the blue jay was broken.
7. The Honda owned by Donna was crammed with boxes and furniture.
8. The performance of the quarterback is inconsistence.
9. New Yorks tall buildings amaze tourists.
10. They sold the Rolling Stones last CD.

Task 2.

Punctuate the following sentences with apostrophes according to the rules for using the apostrophe.

- 1) Whos the partys candidate for vice president this year?
- 2) The fox had its right foreleg caught securely in the traps jaws.
- 3) Our neighbors car is an old Chrysler, and I told him the other day that its just about to fall apart.
- 4) In three weeks time well have to begin school again.
- 5) Didnt you hear that theyre leaving tomorrow?
- 6) Whenever I think of the stories I read as a child, I remember Cinderellas glass slipper and Snow Whites wicked stepmother.

- 7) We claimed the picnic table was ours, but the Jones children looked so disappointed that we found another spot.
- 8) Its important that the kitten learns to find its way home.
- 9) She did not hear her childrens cries.
- 10) My address has three 7s, and Tims phone number has four 2s.
- 11) Didnt he say when he would arrive at Arnies house?
- 12) Its such a beautiful day that Ive decided to take a sun bath.
- 13) She said the watch Jack found was hers, but she couldnt identify the manufacturers name on it.
- 14) Little girls clothing is on the first floor, and the mens department is on the second.
- 15) The dogs bark was far worse than its bite.
- 16) The moons rays shone feebly on the path, and I heard a lone crickets chirpings and whistlings.
- 17) Theyre not afraid to go ahead with the plans, though the choice is not theirs.
- 18) The man whose face was tan said that he had spent his two weeks vacation in the mountains.
- 19) I found myself constantly putting two cs in the word process.
- 20) Johns 69 Ford is his proudest possession.

C. QUOTATION

Use quotation marks to indicate a person's exact words-called a direct quotation.

“ ”

“You know I love you,” she said. “I miss you.”

Begin every quotation with a capital letter. Do not, however, use a capital letter for the second part of a divided quotation that is not a full sentence.

“I became a librarian,” he explained, “because I love books.”

Do not use quotation marks in indirect quotations.

An indirect quotation-rewording what someone has said-does not require quotation marks. Often an indirect quotation word is announced by the word *that*. Some examples follow.

Direct : *Jane said, "Dad will be down in ten minutes."*

Indirect : *Jane told us that Dad will be down in ten minutes.*

Use quotation marks to indicate titles of short works.

Underline or italicize the titles of long works.

Short works

Poetry collection- *Leaves of Grass*

Movie- *Jurassic Park*

Television series- *Murphy Brown*

Tip: A quotation within a quotation is indicated by a single quotation marks, as shown below. *The physics professor said, "For class on Friday, do the problems at the end of the chapter titled Work and Energy." "*

T a s k 3.

Add the required quotation marks.

1. Try to look at it my way, through the corner of your eye, said Audrey.
2. You know I love ice cream, said David. Chocolate is my favourite.
3. Watch out, she murmured. I'm going to tickle you.
4. Letting his arms droop, he answered, Oh, I'm just tired.
5. Aaron asked his mother if her boss had been rude again
6. People magazine is filled with juicy gossip.
7. The San Francisco Chronicle is a fine newspaper.
8. As a movie 'The Piano did not appeal to
9. Chapter 1 is titled Mattie Michael me because it was so unrealistic.

10. My wife likes to watch the television series Seinfeld.

Task 4.

In the following sentences put in quotation marks wherever they are needed, and underline words where italics are needed.

1. Mary is trying hard in school this semester, her father said.
2. No, the taxi driver said curtly, I cannot get you to the airport in fifteen minutes.
3. I believe, Jack remarked, that the best time of year to visit Europe is in the spring. At least that's what I read in a book entitled Guide to Europe.
4. My French professor told me that my accent is abominable.
5. She asked, Is Time a magazine you read regularly?
6. Flannery O'Connor probably got the title of one of her stories from the words of the old popular song, A Good Man Is Hard to Find.
7. When did Roosevelt say, We have nothing to fear but fear itself?
8. It seems to me that hip and cool are words that are going out of style.
9. Yesterday, John said, This afternoon I'll bring back your book Conflict in the Middle East; however, he did not return it.
10. Can you believe, Dot asked me, that it has been almost five years since we've seen each other?

D. COMMA

You hear the comma as a half-pause. Sometimes the comma just makes listening or reading easier, but sometimes it is crucial to meaning. Here is an example:

Trying to escape, Alexander Gordon ran out the door. Trying to escape Alexander, Gordon ran out the door.

In this section we will cover two hard-and fast rules of comma usage.

Commas with coordinating conjunctions Place a comma in front of coordinating conjunctions (and, but, or, for, nor, so, yet) that link independent clauses.

He dodged the cold germs, but he caught pneumonia. My mother is an accountant, and my father is her assistant.

Do not use a comma before *and* if it is not followed by an independent clause.

He did the laundry, and made dinner. (incorrect)

He did the laundry and made dinner. (correct)

Commas with introductory words, phrases, and clauses.

Use a comma after introductory words, phrases, and clauses.

Words : Furthermore, he received a big bonus. Well, why don't you move out?

Phrases:

From the point of view of health, he was perfect. Having lost all, I really not care what happened.

Use a comma after a dependent clause only if it comes at the beginning, but not at the end, of a sentence:

Because it was raining, we stayed home.

But

We stayed home because it was raining.

If I win the lottery, I will buy you the car.

But

I will buy you the car if I win the lottery.

Other main uses of the comma:

1. To separate item in a series

The street vendor sold watches, necklaces, and earrings.

I buy discount children's clothing from Isaacs

Baby Wear Factory, Box 900, Chicago, Illinois 60614.

Tip: In formal letters, a colon is used after the opening:

Dear Sir: or Dear Madam: or Dear Allan:4a

Extended Rules for Using Commas⁶⁰

Comma Use

1. **Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: *and, but, for, or, nor, so, yet.***

The game was over, but the crowd refused to leave.

The student explained her question, yet the instructor still didn't seem to understand.

Yesterday was her brother's birthday, so she took him out to dinner.

2. **Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.**

- a. Common starter words for introductory clauses that should be followed by a comma include *after, although, as, because, if, since, when, while.*

Examples;

While I was eating, the cat scratched at the door.

Because her alarm clock was broken, she was late for class.

If you are ill, you ought to see a doctor.

When the snow stops falling, we'll shovel the driveway.

However, don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).

⁶⁰https://owl.purdue.edu/owl/general_writing/punctuation/commas/extended_rules_for_commas.html

INCORRECT: The cat scratched at the door, while I was eating.

CORRECT: She was still quite upset, although she had won the Oscar. (This comma use is correct, because it is an example of extreme contrast.)

- b.** Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).

Examples;

Having finished the test, he left the room.

To get a seat, you'd better come early.

After the test but before lunch, I went jogging.

The sun radiating intense heat, we sought shelter in the cafe.

- c.** Common introductory words that should be followed by a comma include *yes*, *however*, *well*.

Examples:

Well, perhaps he meant no harm.

Yes, the package should arrive tomorrow morning.

However, you may not be satisfied with the results.

- 3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.**

Here are some clues to help you decide whether the sentence element is essential:

- If you leave out the clause, phrase, or word, does the sentence still make sense?

- Does the clause, phrase, or word interrupt the flow of words in the original sentence?
- If you move the element to a different position in the sentence, does the sentence still make sense?

If you answer "yes" to one or more of these questions, then the element in question is nonessential and should be set off with commas. Here are some example sentences with nonessential elements:

Clause: That Tuesday, *which happens to be my birthday*, is the only day when I am available to meet.

Phrase: This restaurant has an exciting atmosphere. The food, *on the other hand*, is rather bland.

Word: I appreciate your hard work. In this case, *however*, you seem to have over-exerted yourself.

4. Do not use commas to set off essential elements of the sentence, such as clauses beginning with *that* (relative clauses). *That* clauses after nouns are always essential. *That* clauses following a verb expressing mental action are always essential.

Examples

That clauses after nouns:

Examples;

The book *that I borrowed from you* is excellent.

The apples *that fell out of the basket* are bruised.

That clauses following a verb expressing mental action:

Examples;

She believes *that she will be able to earn an A*.

He is dreaming *that he can fly*.

I contend *that it was wrong to mislead her*.

They wished *that warm weather would finally arrive*.

Examples of other **essential** elements (no commas):

Students *who cheat* only harm themselves.

The baby *wearing a yellow jumpsuit* is my niece.

The candidate *who had the least money* lost the election.

Examples of **nonessential** elements (set off by commas):

Fred, *who often cheats*, is just harming himself.

My niece, *wearing a yellow jumpsuit*, is playing in the living room.

The Green party candidate, *who had the least money*, lost the election.

Apples, *which are my favorite fruit*, are the main ingredient in this recipe.

Professor Benson, *grinning from ear to ear*, announced that the exam would be tomorrow.

Tom, *the captain of the team*, was injured in the game.

It is up to you, *Jane*, to finish.

She was, *however*, too tired to make the trip.

Two hundred dollars, *I think*, is sufficient.

5. Use commas to separate three or more words, phrases, or clauses written in a series.

Examples;

- The Constitution establishes the legislative, executive, and judicial branches of government.
- The candidate promised to lower taxes, protect the environment, reduce crime, and end unemployment.
- The prosecutor argued that the defendant, who was at the scene of the crime, who had a strong revenge motive, and who had access to the murder weapon, was guilty of homicide.

6. Use commas to separate two or more coordinate adjectives that describe the same noun. Be sure never to add an extra comma between the final adjective and the noun itself or to use commas with non-coordinate adjectives.

Coordinate adjectives are adjectives with equal ("co"-ordinate) status in describing the noun; neither adjective is subordinate to the other. You can decide if two adjectives in a row are coordinate by asking the following questions:

- Does the sentence make sense if the adjectives are written in reverse order?
- Does the sentence make sense if the adjectives are written with *and* between them?

If you answer yes to these questions, then the adjectives are coordinate and should be separated by a comma. Here are some examples of coordinate and non-coordinate adjectives:

Examples;

- He was a difficult, stubborn child. (coordinate)
- They lived in a white frame house. (non-coordinate)
- She often wore a gray wool shawl. (non-coordinate)
- Your cousin has an easy, happy smile. (coordinate)

The 1) relentless, 2) powerful 3) summer sun beat down on them. (1-2 are coordinate; 2-3 are non-coordinate.)

The 1) relentless, 2) powerful, 3) oppressive sun beat down on them. (Both 1-2 and 2-3 are coordinate.)

7. Use a comma near the end of a sentence to separate contrasted coordinate elements or to indicate a distinct pause or shift.

Examples;

He was merely ignorant, not stupid.

The chimpanzee seemed reflective, almost human.

You're one of the senator's close friends, aren't you?

The speaker seemed innocent, even gullible.

- 8. Use commas to set off phrases at the end of the sentence that refer to the beginning or middle of the sentence. Such phrases are free modifiers that can be placed anywhere in the sentence without causing confusion. (If the placement of the modifier causes confusion, then it is not "free" and must remain "bound" to the word it modifies.)**

Nancy waved enthusiastically at the docking ship, laughing joyously. (correct)

INCORRECT: Lisa waved at Nancy, laughing joyously. (Who is laughing, Lisa or Nancy?)

Laughing joyously, Lisa waved at Nancy. (correct)

Lisa waved at Nancy, who was laughing joyously. (correct)

- 9. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.**

- Birmingham, Alabama, gets its name from Birmingham, England.
- July 22, 1959, was a momentous day in his life. Who lives at 1600 Pennsylvania Avenue, Washington, DC?
- Rachel B. Lake, MD, will be the principal speaker.
- (When you use just the month and the year, no comma is necessary after the month or year: "The average temperatures for July 1998 are the highest on record for that month.")

- 10. Use a comma to shift between the main discourse and a quotation.**

Examples;

John said without emotion, "I'll see you tomorrow."

"I was able," she answered, "to complete the assignment."

In 1848, Marx wrote, "Workers of the world, unite!"

11. Use commas wherever necessary to prevent possible confusion or misreading.

To George, Harrison had been a sort of idol.

Comma abuse

Commas in the wrong places can break a sentence into illogical segments or confuse readers with unnecessary and unexpected pauses.

12. Don't use a comma to separate the subject from the verb.

INCORRECT: An eighteen-year-old in California, is now considered an adult.

INCORRECT: The most important attribute of a ball player, is quick reflex actions.

13. Don't put a comma between the two verbs or verb phrases in a compound predicate.

INCORRECT: We laid out our music and snacks, and began to study.

INCORRECT: I turned the corner, and ran smack into a patrol car.

14. Don't put a comma between the two nouns, noun phrases, or noun clauses in a compound subject or compound object.

INCORRECT (compound subject): The music teacher from your high school, and the football coach from mine are married.

INCORRECT (compound object): Jeff told me that the job was still available, and that the manager wanted to interview me.

15. Don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).

INCORRECT: The cat scratched at the door, while I was eating.

CORRECT: She was still quite upset, although she had won the Oscar. (This comma use is correct, because it is an example of extreme contrast)

Task 5.

Place commas where needed.

1. The old kitchen cabinets were littered with dead insects crumbs and dust balls.
2. As Patty struggled with the stuck window gusts of cold rain blew her face.
3. From behind the curtain he could not see his brother.
4. If they had given us the right directions we would not have gotten lost.
5. Not everyone thought the dinner was tasty well priced and nutritious.
6. His father loved and respected by all members of the family just turned 85.
7. Her wedding expected for so many years took place last month.
8. Since you prefer carrot cake I baked one for you.
9. The police officer's warm brown eyes relaxed manner and pleasant smile made her easy to talk to.
10. I like wearing comfortable clothing so I buy oversize shirts and sweaters.

There are many rules for using commas. You have already learned three of them:

Rules	Examples
Use a comma:	
1. After listing-order and time-order signals (EXCEPT <i>then</i>).	First, put four cups of rice into a pan. After that, fold the paper in half again. After the test, go out and celebrate.
2. Before coordinating conjunctions in a compound sentence. <i>Exception:</i> Sometimes writers omit this comma in very short sentences.	Some people like to travel, and others like to have an adventure. Cook the steak over high heat for six minutes, but don't let it burn. Dogs bark and cats meow. Turn left and drive one block
3. In a complex sentence when a dependent adverb clause comes before an independent clause.	While you are waiting for the pizza dough to rise, make the sauce. After you take the pizza out of the oven, cut it into eight pieces.

Here is a fourth comma rule.

Use a comma:	
4. To separate items in a series. A series is three or more things. These may be words or phrases (groups of words).	One dog, one cat, two goldfish, a bird, and four humans live at our house. Every morning I get up early, run a mile, take a shower, eat breakfast, and feed my pets. Turn left at the stoplight, go one block, and turn right.

Writer's Tip.

- If there are three items in a series, some writers omit the last comma. However, it is a good idea to use all the commas because commas make your meaning clearer.
 - a. I have visited many countries in Europe, Asia, and America.

- b. Shopping, relaxing, and visiting friends are my favorite weekend activities.
- With only two items, don't use any commas.
 - a. I have visited many countries in Europe and Asia.
 - b. Sleeping and hanging out with friends are my teenage son's favorite weekend activities.

Task 6.

Add commas where necessary in the following paragraphs.

Paragraph;

My Brother, the Sports Fan

My brother Bob is a sports fan. His favorite sports are golf tennis skiing and swimming. He skis in the winter swims in the summer and plays golf during the spring summer and fall. He also watches football and baseball on TV. His bedroom looks like a used sporting goods store. Bob owns skis tennis racquets golf clubs footballs basketballs baseballs tennis balls soccer balls a bicycle and weights. Whenever he comes home from a sports event he throws his equipment in a pile on his bed. When the pile gets too high you can't see his bed his desk or sometimes even him.

Task 7.

Complete these sentences to practice the “items in a series” comma rule.

1. What three foods do you like the most? (*Use and before the last item.*)
I like Japanese sushi. Middle Eastern falafel. and Mexican tacos

2. What three foods don't you like? (*Use or before the last item.*)
I don't like
3. What are three places you might go on your honeymoon.
(*Use or before the last item.*)
On my honeymoon, I might go to
4. What are six useful items to take on a hike? (*Use and before the last item.*)
Whenever you go on a hike, be sure to take__
5. What are two animals that don't get along with each other.
(*Use and.*)
-----don't get along with each other.

Task 8.

Find other punctuation marks and their uses

1. Colon
2. Semicolon
3. Dash
4. Parentheses
5. Hyphen

Task 9.

Review Exercise!⁶¹

Put in semicolons, colons, dashes, quotation marks, Italics (use an underline), and parentheses where ever they are needed in the following sentences.

- 1) The men in question Harold Keene, Jim Peterson, and Gerald Greene deserve awards.
- 2) Several countries participated in the airlift Italy, Belgium, France, and Luxembourg.

⁶¹https://owl.purdue.edu/owl_exercises/punctuation_exercises/basic_punctuation/punctuation_exercise.html

- 3) There's no room for error, said the engineer so we have to double check every calculation.
- 4) Judge Carswell later to be nominated for the Supreme Court had ruled against civil rights.
- 5) In last week's New Yorker, one of my favorite magazines, I enjoyed reading Leland's article How Not to Go Camping.
- 6) Yes, Jim said, I'll be home by ten.
- 7) There was only one thing to do study till dawn.
- 8) Montaigne wrote the following A wise man never loses anything, if he has himself.
- 9) The following are the primary colors red, blue, and yellow.
- 10) Arriving on the 8 10 plane were Liz Brooks, my old roommate her husband and Tim, their son.
- 11) When the teacher commented that her spelling was poor, Lynn replied All the members of my family are poor spellers. Why not me?
- 12) He used the phrase you know so often that I finally said No, I don't know.
- 13) The automobile dealer handled three makes of cars Volkswagens, Porsches, and Mercedes Benz.
- 14) Though Phil said he would arrive on the 9 19 flight, he came instead on the 10 36 flight.
- 15) Whoever thought said Helen that Jack would be elected class president?
- 16) In baseball, a show boat is a man who shows off.
- 17) The minister quoted Isaiah 5 21 in last Sunday's sermon.
- 18) There was a very interesting article entitled The New Rage for Folk Singing in last Sunday's New York Times newspaper.
- 19) Whoever is elected secretary of the club Ashley, or Chandra, or Aisha must be prepared to do a great deal of work, said Jumita, the previous secretary.
- 20) Darwin's On the Origin of Species 1859 caused a great controversy when it appeared.

CHAPTER 14

SPELLING & COMMONLY CONFUSED WORDS

Goals;

1. Students know and understand how to use the spelling and confused word in the sentence.
2. The students give the explanation about problems and also the technique of writing the spelling and confused word in the sentences.

A. WARMING UP

Find the correct spelling. Ask your teacher for help with spelling, or use a dictionary.

1. A journed_____
2. libary_____
3. a gravate_____
4. paralell_____
5. aproved_____
6. parlament_____
7. artic_____
8. paticulaly_____
9. comodity_____
10. readly_____
11. efficent_____
12. sophmore_____
13. envirnment_____
14. stricly_____
15. familiar _____

B. SPELLING

Poor spelling often results from bad habits developed in the early school years. With work, such habits can be corrected. If you can write your name without misspelling it, there is no reason why you cannot do the same with almost any word in the English language. Following are steps you can take to improve your spelling:

1. Use the dictionary
2. Keep a personal spelling list; a list of words you misspell and study the words regularly.
3. Master commonly confused words
4. Sound out words
5. Use the spell checker in your computer
6. Learn key words in major subjects
7. Study a basic word list

The commonly used words in the following list are among the most frequently misspelled. Review them and master them.⁶²

ache	broccoli	excitement	meant
accommodate	built	exhilarate	minute
accumulate	business	experience	necessary
acquaint	captain	feasible	noticeable
across	certain	foreign	occasion
agreeable	character	friend	occurred
a lot (<i>not</i> alot)	coming	grammar	occurrence
all right			
(<i>not</i> alright)	committee	handkerchief	often

⁶² Chakravarty and Boehme, *Grammar & Usage for Better Writing*.

almost	correspondence	having	omitted
always	cough	heard	once
among		course	hospital
another	describe	immediately	pleasant
appreciate	disappear	indispensable	principal
			[school]
asked	disappoint	inoculate	privilege
athletic	doctor	instead	probably
beautiful	doesn't	irresistible	realize
before	dropped	knew	really
believe	embarrass	knowledge	receive
benefit	enough	library	recommend
boundary	every	lightning	resistance
break	exception	maintenance	rhythm
says	straight	though	until
scene	studying	thought	weird
secretary	success	threw	which
separate	supersede	together	woman
since	surely	toward	writing
speech		surprise	

Task 1.

- i. Underline the correct spelling of each word-pair in parentheses.
 1. Drinking too much (caffeine, caffien) makes you jittery.
 2. We must remember our duty to (soceity, society)
 3. Every one of our (nieghbors, neighbors) is quiet after 10. P.M.
 4. The (weight, wieght) of the fruit does not determine its taste.
 5. (Niether, neither) Paula nor manuel was at the scene.
 6. All of the students came in (their, their) short
 7. Were you (relieved, releived) to see her walk?
 8. He was our leader, our beloved (chief, chief).

9. Be (brief, breif) and to the point.

10. How could they have (decieved, deceived) us so thoroughly?

ii. In each sentence below, there is a partially spelled word. Write the complete word in the space at the right

1. When Jan won the contest, there was a lot of **exci_____ment** at our house.

1. It is not **nec_____ry** to answer my letter.

2. The teacher appointed a **com_____tee** to study the problem.

3. I'll meet you in the **lib_____y**.

4. Jack is having a **su_____rise** party for Gina.

5. The new rules will **ben_____it** everyone in the class.

b. **Al_____ight**, I'll help with the refreshments at the party.

c. Mr. Parker wants to **rec_____ve** those reports now, not tomorrow.

d. I think my most **emba**_____ **ing** moment was

6. when I forgot my lines in the junior play.

e. I'm not **cert**_____ **n**, but I think Jordan will take Lisa to the dance.

f. Is there a difference between **kno**_____ **ge** and wisdom?

g. Pat has scholastic as well as **ath**_____ **tic** skills.

h. The **princip**_____ of our school once ran in the Olympics.

7. My mom says that dad is her best **fr**_____ **nd**.

8. I hope my cold **dis**_____ **p**_____ **ears** before the class trip.

16. I've been **stud**_____ **ng** for the test since march.

17. Does every rule have an **ex**_____ **ption**?

18. The **capt**_____ **n** of the soccer team can run 100 yards in 10 seconds.

19. Come to the play; don't **dis**_____ **point** us.

20. My graduation will be an important **oc**_____ **sion**.

T a s k 2.

Circle the word in each pair that is correctly spelled.

2. leafs, leaves
3. receive, receive
4. committed, commited
5. expeled, expelled
6. potatos, potatoes
7. benefited, benefitted
8. gooses, geese
9. feets, feet

C. COMMONLY CONFUSED WORDS

Some words are commonly confused because they have the same sounds but different meanings and spellings; such words are known as homonyms. The following are the examples:

all ready

completely prepared

Already

previously; before

It was already four o'clock by the time I thought about lunch. My report was all ready' but the class was canceled

Brake

stop

Break

come apart

The mechanic advised me to add brake fluid to my car.

During a commercial break, Marie lay on the floor and did fifty sit-ups.

Accept *to take or receive*

Except **excluding, other than, but for**

Everyone accept the gifts, except you.

Advice :

recommendation, opinion (n)

Advise;

to counsel, to give advice (v)

My advice is to remain silent.

We advise you to remain silent.

Lose;

misplace or come to be without

Loose;

to be free from restrain

You're going to lose your hat in this wind The cattle were let loose on the range

Peace *calm*

Piece *a part*

The best piece of advice she ever received was to maintain her own inner peace.

principal main; a person in charge of a school principle a law or standard

If the principal ingredient in this stew is octopus, I'll abandon my principle of trying everything at least once.

In addition to words that are tricky to spell, English also has its share of words that are easily—and often—confused. Note the correct spelling of the words in boldface type.⁶³

Examples;

- I'll **accept** every package **except** the one with the torn wrapping.
- We looked at old pictures. **Then** Peter was taller **than** Matthew.
- She's **too** late **to** enter the race.
- Because of all the trees surrounding our house, it is **quite quiet**.
- Your earring is **loose**. Don't **lose** it.
- **Whether** we go or not depends on the **weather**.
- **It's** time to give the cat **its** lunch.
- **You're** leading **your** opponent in the election.
- **They're** going **there** with **their** hopes high.
- **Where** can I **wear** this vintage dress I found in the attic?

Seven Helpful Spelling Rules

These following simple rules can help you to spell a great many words correctly.

3. **Ei, Ie.** Put **i** before **e** except after **c**, or when sounded like **a** as in *neighbor* and *weigh*.
 - **i** before **e**: believe, chief, niece, field, shield
 - except after **c**: ceiling, receive, deceit, conceit, perceive
 - sounded like **a**: weight, veil, vein, reign, rein
 - *Exceptions*: foreigner, leisure, either, neither, height

⁶³ Ibid.

4. **Ly.** Keep the original **l** when adding **ly** to a word ending in **l**.
actually, beautifully, cheerfully, finally, really
5. **Final E Before Vowel.** Drop silent **e** before a suffix beginning with a vowel.
admire/able, argue/ing, large/est, enclose/ing, scarce/ity
4. **Final E Before Consonant.** Keep final silent **e** before a suffix beginning with a consonant.
amazement, atonement, hopeful, fortunately, useful
Exceptions: acknowledgment, argument, awful, duly, judgment, ninth, truly, wholly
5. **Final Y.** If final **y** is preceded by a consonant, change **y** to **i** when you add a suffix.
apply + ed = applied (**Y** changed to **i**.)
friendly + er = friendlier
noisy + est = noisiest
But notice the following forms:

apply + ing = applying
(**Y** does not change to **i** if the suffix begins with **i**.)
play + er = player
(**Y** does not change to **i** if **y** is preceded by a vowel.)
6. **Doubling Final Consonant—One-Syllable Words.** Note the following correct forms. Each final consonant is preceded by a single vowel
bat + er = batter
(The final consonant, **t**, is doubled.)
big + est = biggest
drop + ing = dropping
grin + ed = grinned

What happens when the final consonant is preceded by more than one vowel?

beat + en = beaten

(The final consonant, **t**, is not doubled.)

sail + ed = sailed

dream + er = dreamer

fool + ish = foolish

foam + ing = foaming

7. **Doubling Final Consonant Words of More Than One Syllable.** If a word has more than one syllable and the accent is on the last syllable, the same rule applies as for a one-syllable word.

commit + ed = committed

(The accent is on the last syllable **t** is doubled.)

control + ing = controlling

equip + ed = equipped

propel + er = propeller

refer + ed = referred

What happens if the word is not accented on the last syllable?

refer + ence = reference

(The accent is not on **er**; **r** is not doubled.)

Task 3.

Underline the correct word choice for each sentence below.

1. Everyone is going to the game, (accept/except) Joe.
2. My sister always gives me good (advice/advise).
3. The nuts should be (coarsely/coursely) chopped.
4. We're going hiking in the (desert/dessert)
5. I'm afraid (its/it's) too late for that.

Task 4.

Each of the following sentences contains a misspelled word from the list above. Write the corrected version in the blanks provided.

1. She looked akward giving the speech.
2. The baby suffered from a high temprature.
3. It's January 1, so I need a new calandar.
4. The Senate voted to expand our aid to foriegn nations.
5. Why did you refuse to fulfil your promise to a good friend?
6. By speaking so crassly, he does embarass our class.
7. His judgment of people has been sharpened by litareture.
8. He claimed that thousands of people attended the parade-a slight exaggeration.
9. Stop being such a baby and take your medecine.
10. His driving priviledges were taken away. _____

Task 5.

In a group, check how these following words are commonly used. Then make a sentence for each of the words.

- | | |
|---------------------|---------------------|
| 1. Hear - here | 6. Former – latter |
| 2. Hole - whole | 7. Learn - teach |
| 3. Plain - plane | 8. Quiet - quite |
| 4. Than - then | 9. Course - coarse |
| 5. Beside - besides | 10. Affect - effect |

Task 6.

Writing Assignment

Write a paragraph consists of sentences generated from the ten words in Practice 5. The topic of the paragraph is free. After you finish writing, cross check your paragraph with your partner. Pay attention to all aspects of writing good sentences that you have

learnt from meeting 1. Consult with the teacher if you find some difficulties.

Task 7.

In each sentence, underline the correct spelling.

1. I think Val's report was (**quiet, quite**) interesting.
2. (**Their, There**) is no reason for becoming discouraged.
3. (**Wear, Where**) did you put the ice skates?
8. I hope I didn't (**loose, lose**) my combination lock. I can't find it anywhere.
9. Please (**accept, except**) our congratulations for the honor you have won.
10. That lively spaniel is older (**than, then**) that weary-looking golden retriever.
11. I don't know (**weather, whether**) I'll be able to finish my report in time.
12. Maura was glad to learn that (**your, you're**) coming to the basketball game.
13. Sometimes Bazyli can be just (**to, too**) relaxed.
14. (**It's, Its**) your move.
15. (**Its, It's**) (**to, too**) early to leave for the party.
16. Everyone in the class is shorter (**than, then**) Pedro (**accept, except**) Clark.
17. (**Weather, Whether**) or not my parents buy the new house depends on how (**quiet, quite**) the neighborhood is.
18. (**Your, You're**) lucky you didn't (**loose, lose**) the bracelet you like so much
19. They can do what they want; it's (**there, their**) money.

Task 8.

Fill in the missing letters, and write the complete word at the right.

- a. Don **pre**fe**ed** another doctor.

- b. The accident was **regre** **able**.

- c. Who **benefi** **ed** from the donation?

- d. The movie **diffe** **ed** from the book.

- e. She is **excel** **ing** in music.

- f. **Control** **ng** a spirited horse isn't easy.

- g. Those **swim** **rs** are trying out for the Olympic team.

- h. Marcus **offer** **d** to run first in the half-mile relay.

- i. For trekking in Nepal, a hiker must be well **equip** **d**.

- j. Nadine has always **excel** **d** in craft work.

Task 9.

In this exercise, apply all the spelling rules you have learned. Fill in the missing letters in the sentences below.

- a. Ana brought me a colorful embroidered **handkerch_____f** from Mexico.
- b. We **usu_____y** visit my grandmother once a month.
- c. That tower is **interfe_____ng** with television reception.
- d. There were **nin_____een** hikers on our last outing.
- e. We have **occup_____ed** our new house for three months now.
- f. The cast and crew are **plan_____ng** a post-performance party.
- g. Martina was a good piano player, but Patrice **excel_____d** on the violin.
- h. The next **meet_____g** of the class officers will be held next Tuesday.
- i. In *Othello*, Iago **dec_____ves** his trusting friend.
- j. Have you ever **tr_____ed** to play badminton?
- k. When the rookie **fin_____y** hit a home run, the spectators gave him a standing ovation.
- l. I am **enclos_____ng** a photograph.
- m. Computers are **us_____ful**, to say the least!
- n. Rhonda is **friend_____r** than Samantha.
- o. Mark is the next **ba_____er** at the plate.

As you may remember from Part One, Lessons 3 and 9, a **contraction** is a combination of two words with one or more letters omitted. Insert an apostrophe where one or more letters are left out in a word. In writing contractions, don't add a letter and don't change the letters around. Here is an exercise to reinforce your knowledge.

Task 10.

Write the correct contraction for each word group.

1. that + is _____
2. has + not _____
3. you + have _____
4. we + will _____
5. did + not _____
6. do + not _____
7. it + is _____
8. I + am _____
9. does + not _____
10. they + are _____

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GLOSSARY

Adjective A word that describes or modifies the meaning of a noun.

Adverb A word that describes or modifies the meaning of a verb, another adverb, an adjective, or sentence.

Agreement The subject and verb of a clause must agree in number. If the subject is singular, the verb form is also singular. If the subject is plural, the verb form is also plural.

Argument is persuasion on a topic about which reasonable people disagree

Complex sentence A sentence that has a main clause and one or more dependent clauses.

Compound sentence A sentence that has two main clauses separated by a comma and a conjunction or by a semi-colon.

Conjunction connects and shows a relationship between words, phrases, or clauses.

Causes are the factors giving rise to a phenomenon or event and effects are the outcome of events

Chronological order is a way of organizing ideas in the order of their occurrence in time.

Dependent clause A clause that cannot stand alone as a sentence because it depends on the main clause to complete the meaning of a sentence. Also called subordinate clause.

Description is the use of words to represent the appearance or nature of something.

Fragment is a word group that lacks the subject or a verb and/or one that does not express a complete thought.

Preposition is a word or group of words that functions as a connective.

Run-on sentence is actually two sentences written as one.

Simple sentence consists of a single independent clause

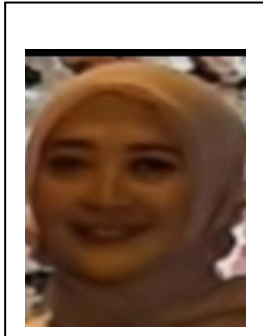
Thesis statement is the most important sentence in the introduction.

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BIOGRAPHY



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was born in Tulungagung, East Java, as the second child of 5 (five) siblings, she was the daughter of Hj. Siti Nasikah and H. Syaifudin Abu Mansyur (Alm.). She married with Dr.H. Lukman Hakim, M.Pd. and has been blessed with 2 (two) daughters and 1 (one) son, named Dr Faradila Khoirun Nisa 'Hakim, M. Victor Farid Hakim SP.d, and Fidelya Fitria Hakim.

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**PIMPINAN WILAYAH
MUSLIMAT NAHDLATUL ULAMA
PROVINSI NUSA TENGGARA BARAT**



UNIVERSITAS ISLAM NEGERI
M A T A R A M

Grammar has essential role in understanding English subject for students. The basic can use to comprehend meaning in sentence. Besides, it supported to create a good writing. Therefore, every student must master basic grammar knowledge that is useful in writing or speaking. This book provides a basic knowledge information for grammar learning.

The first understanding of part of speech is discussed into several chapters consisting of chapter 1 on nouns, chapter 2 on pronouns, chapter 3 on verbs, chapter 4 on adjectives, chapter 5 on adverbs, chapter 6 on prepositions, and chapter 7 on conjunctions. After understanding the part of speech, it is followed by understanding the sentence. Students learn about building sentences consisting of sentence types, simple sentences, compound sentences, and complex sentences which are presented in chapter 8. While chapter 9 discusses fragments and chapter 10 about run-ons. These two chapters are very important in composing writing. Chapter 11 continues with the concept of the subject-verb agreement. In writing, students must also pay attention to the capital, numbers, and abbreviations that are presented in chapter 12. Furthermore, this book also provides an overview of punctuation in chapter 13 which consists of an apostrophe, quotation, and a comma. Thus, the series of chapters can help the English Foreign Language students in the class.



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